

65TH CONGRESS }
3d Session }

HOUSE OF REPRESENTATIVES

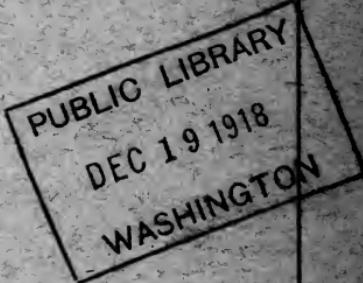
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ANNUAL REPORT OF THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA
YEAR ENDED JUNE 30, 1918

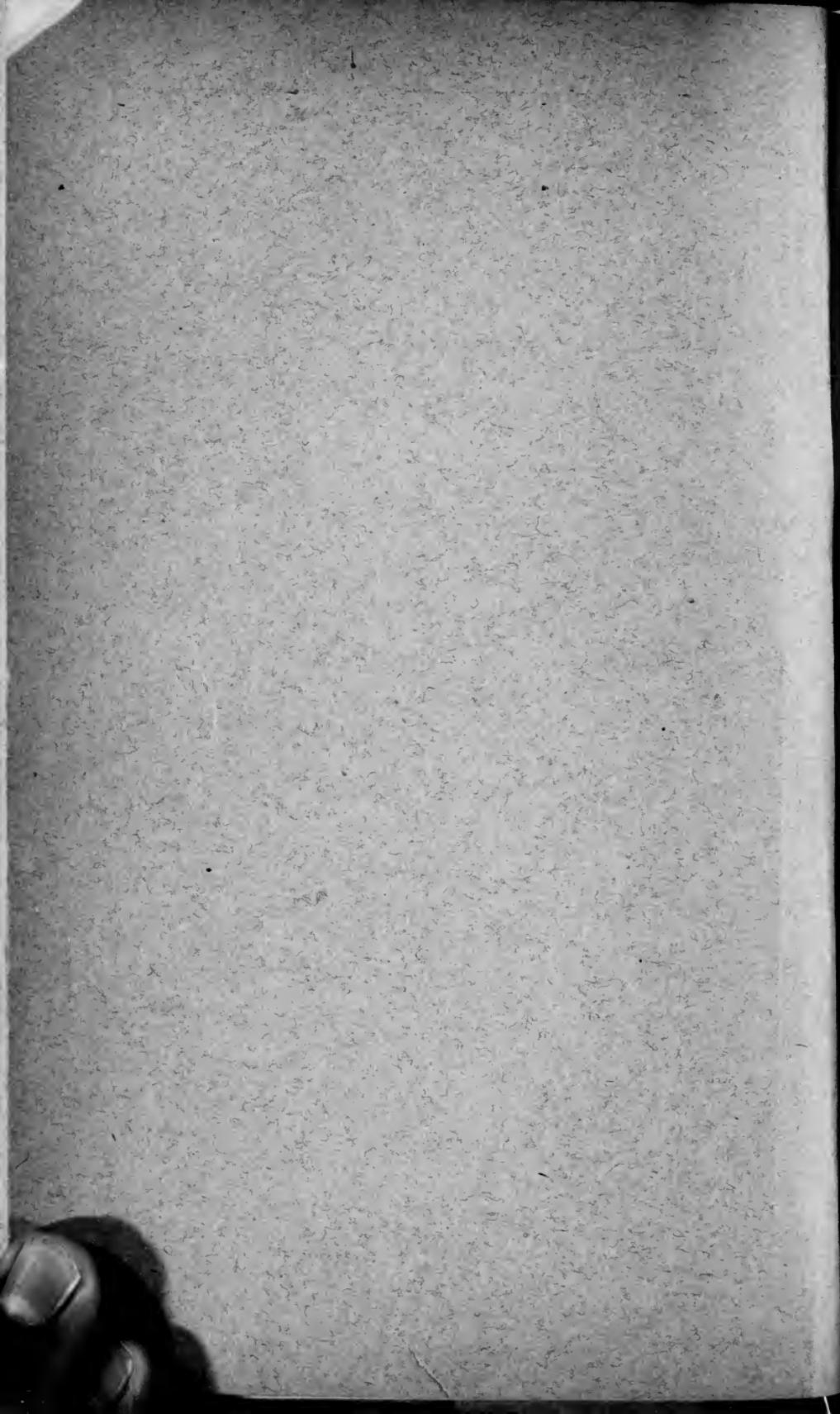
Vol. IV

REPORT OF
THE BOARD OF EDUCATION

1917-1918



WASHINGTON
1918



ANNUAL REPORT OF THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA
YEAR ENDED JUNE 30, 1918

Vol. IV

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THE BOARD OF EDUCATION

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WASHINGTON
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REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

To the Commissioners of the District of Columbia:

The annual report of the Board of Education for the school year ending June 30, 1918, is herewith respectively submitted. On that date the terms of Mr. John B. Larner, Mrs. Susie Root Rhodes, and Mrs. Coralie Franklin Cook expired. All of them received reappointments. Dr. John Van Schaick, jr., who was chosen president of the board in July, 1917, while engaged abroad as an officer of the American Red Cross, was unable to leave his work in the war zone during the past year and resume his duties as president of the Board of Education.

The report shows a most successful year, educationally, with many supplementary activities as the outcome of the war. Among these are lessons in patriotism and thrift through cooperation with the Red Cross, by saving stamps, instruction in food conservation and similar forms of economy. The free use of school buildings by the public, through community-center organizations and otherwise, was extended to a remarkable degree. Notable improvement has been made in the courses of study throughout the system, particularly in the high schools, through recommendations submitted by the superintendent.

One outstanding feature of this report is the severe losses in the teaching force sustained by the demands of the war, and by resignation due mainly to insufficient compensation. This experience has shown that it will be imperative upon the board to request of Congress, in the forthcoming estimates, marked increases in the pay of teachers and other employees. Such increases are fully justified not only by the general upward trend of salaries but likewise by the high character of service rendered to the community, not only in the school room, but in the voluntary work performed for the Federal and the District Governments, by assisting draft boards and registration officials.

It appears proper to me that special mention should be made of the superintendent, the staff of officers, teachers, engineers, and janitors for their loyalty and devotion throughout a year full of unusual and trying conditions.

Respectfully submitted.

GEORGE E. HAMILTON,
Acting President, Board of Education.

OCTOBER 1, 1918.

SCHOOL CALENDAR.

1918. School opens (beginning of the first half year) : September 23.
Thanksgiving holiday : Thursday and Friday, November 28 and 29.
Christmas holiday : Tuesday, December 24, 1918, to Wednesday, January 1, 1919, both inclusive.

1919. End of first half year: Friday, January 31.
Beginning of the second half year: Saturday, February 1.
Washington's birthday: Saturday, February 22.
Easter holiday: Friday, April 18, to Friday, April 25, both inclusive.
Memorial Day: Friday, May 30.
School closes (end of second semester): Wednesday, June 18.
School opens: Monday, September 22.

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1918-1919.

MEMBERS.

| | |
|--------------------------------|-------------------------------------|
| Rev. Dr. JOHN VAN SCHAICK, Jr. | 1417 Mass. Ave. NW. |
| Mrs. MARGARITA S. GERRY | 2944 Macomb Street NW. |
| Mr. GEO. E. HAMILTON | Union Trust Building. |
| Dr. J. HAYDEN JOHNSON | 1824 Vermont Avenue NW. |
| Mr. HENRY B. LEARNED | 2123 Bancroft Place NW. |
| Mrs. CORALIE F. COOK | Howard University. |
| Mr. JOHN B. LARNER | Washington Loan and Trust Building. |
| Mrs. SUSIE ROOT RHODES | 1004 Park Road NW. |
| Mr. FOUNTAIN PEYTON | 505 D Street NW. |

OFFICERS OF THE BOARD.

President: Rev. Dr. JOHN VAN SCHAICK, Jr.-----1417 Mass. Ave. NW.

Vice president: Mrs. MARGARITA S. GERRY-----2944 Macomb Street NW.

Secretary: Mr. HARRY O. HINE-----3204 Highland Avenue, Cleveland Park.

REGULAR MEETINGS.

The regular meetings of the Board of Education are held on the first and third Wednesday of each month at 3.30 p. m. in the Franklin School Building, Thirteenth and K Streets NW.

The terms of the members of the Board of Education expire on the following dates:

Rev. Dr. JOHN VAN SCHAICK, Jr., June 30, 1919.
Mrs. MARGARITA S. GERRY, June 30, 1919.
Dr. J. HAYDEN JOHNSON, June 30, 1919.
Mr. GEO. E. HAMILTON, June 30, 1920.
Mr. HENRY B. LEARNED, June 30, 1920.
Mrs. CORALIE F. COOK, June 30, 1920.
Mr. JOHN B. LARNER, June 30, 1921.
Mrs. SUSIE ROOT RHODES, June 30, 1921.
Mr. FOUNTAIN PEYTON, June 30, 1921.

OFFICE OF SUPERINTENDENT OF SCHOOLS.

ERNEST L. THURSTON, *Superintendent of Public Schools*; office, Franklin School; residence, 1414 Madison Street NW.

Mrs. A. M. FORBES, Secretary.

Office of assistant superintendent of white schools:

STEPHEN E. KRAMER, *Assistant Superintendent of Public Schools*; office, Franklin School; residence, 1725 Kilbourne Street NW.

Miss M. ALVINA CARROLL, stenographer.

Office of assistant superintendent of colored schools:

ROSCOE CONKLING BRUCE, *Assistant Superintendent of Public Schools*; office, Franklin School; residence, 1327 Columbia Road NW.
J. P. TAYLOR, clerk.

ALEXANDER T. STUART, *Director of Intermediate Instruction*; office, Franklin School; residence, 3162 Seventeenth Street NW.

JOHN A. CHAMBERLAIN, *Supervisor of Manual Training*; office, Franklin School; residence, 1502 Emerson Street NW.

Miss ROSE L. HARDY, *Director of Primary Instruction*; office, Franklin School; residence, 764 Rock Creek Church Road NW.

Miss E. F. G. MERRITT, *Assistant Director of Primary Instruction*; office, M Street High School; residence, 1630 Tenth Street NW.

Miss CATHERINE R. WATKINS, *Director of Kindergartens*; office, Berret School; residence, 1720 Oregon Avenue.

Mrs. N. T. MYERS, *Assistant Director of Kindergartens*; office, M Street High School; residence, 901 T Street NW.

HARRY O. HINE, *Secretary of the Board*, office of the Board of Education; office, Franklin School; residence, 3204 Highland Avenue, Cleveland Park.

JOHN W. F. SMITH, *Statistician*, office of Statistics and Publications; office, Franklin School; residence, 816 Fourth Street NW.

M. O'B. JACOBS, *Chief Accountant*, office of Finance and Accounting; office, Franklin School; residence, 1221 Thirteenth Street NW.

Miss SADIE L. LEWIS, *Chief Attendance Officer*; office, Berret School; residence, 3919 Georgia Avenue NW.

Mrs. IDA G. RICHARDSON, *Attendance Officer*; office, Garnet School; residence, 309 Eleventh Street NE.

Miss ELEANOR J. KEENE, *Clerk in Charge of Child Labor Law Office*; office, Franklin School; residence, 3453 Holmead Place NW.

HUGH F. MCQUEENEY, *Superintendent of Janitors*; office, Franklin School; residence, Bladensburg Road NE.

STOREHOUSE.

S. B. SIMMONS, *Custodian*; office, 1600 Eckington Place NE.; residence, 1459 Corcoran Street NW.

BOARDS OF EXAMINERS.

For the white schools: Superintendent THURSTON, chairman; HARRY ENGLISH, secretary; Miss SARAH E. SIMONS. Office, Franklin School.

For the colored schools: Superintendent THURSTON, chairman; N. E. WEATHERLESS, secretary; Miss HARRIET E. RIGGS. Office, Franklin School.

SUPERVISING PRINCIPALS.

BEN W. MURCH, supervising principal, first division; office, Dennison School; residence, 1703 Thirty-fifth Street NW.

ROBERT L. HAYCOCK, supervising principal, third division; office, Powell School; residence, 1606 Longfellow Street NW.

WALTER B. PATTERSON,¹ supervising principal, special division; office, Franklin School; residence, 422 Randolph Street NW.

SELDEN M. ELY, supervising principal, fifth division; office, Gales School; residence, 50 S Street NW.

MISS FLORA L. HENDLEY, supervising principal, sixth division; office, Ludlow School; residence, 1216 L Street NW.

¹ Including special and ungraded classes, vacation schools, playgrounds, fresh-air classes, tuberculosis classes, night schools, special activities, etc.

EPHRAIM G. KIMBALL, supervising principal, seventh division; office, Wallach School; residence, 1527 Park Road NW.

MISS ANNE BEERS, supervising principal, eighth division; office, Jefferson School; residence, 1430 Rhode Island Avenue NW.

HOSMER M. JOHNSON, supervising principal, ninth division; office, Cranch School; residence, 1443 Fairmont Street NW.

JOHN C. NALLE, supervising principal, tenth division; office, Summer School; residence, 1308 U Street NW.

MISS MARION P. SHADD, supervising principal, eleventh division; office, Garnet School; residence, 2110 Fourteenth Street NW.

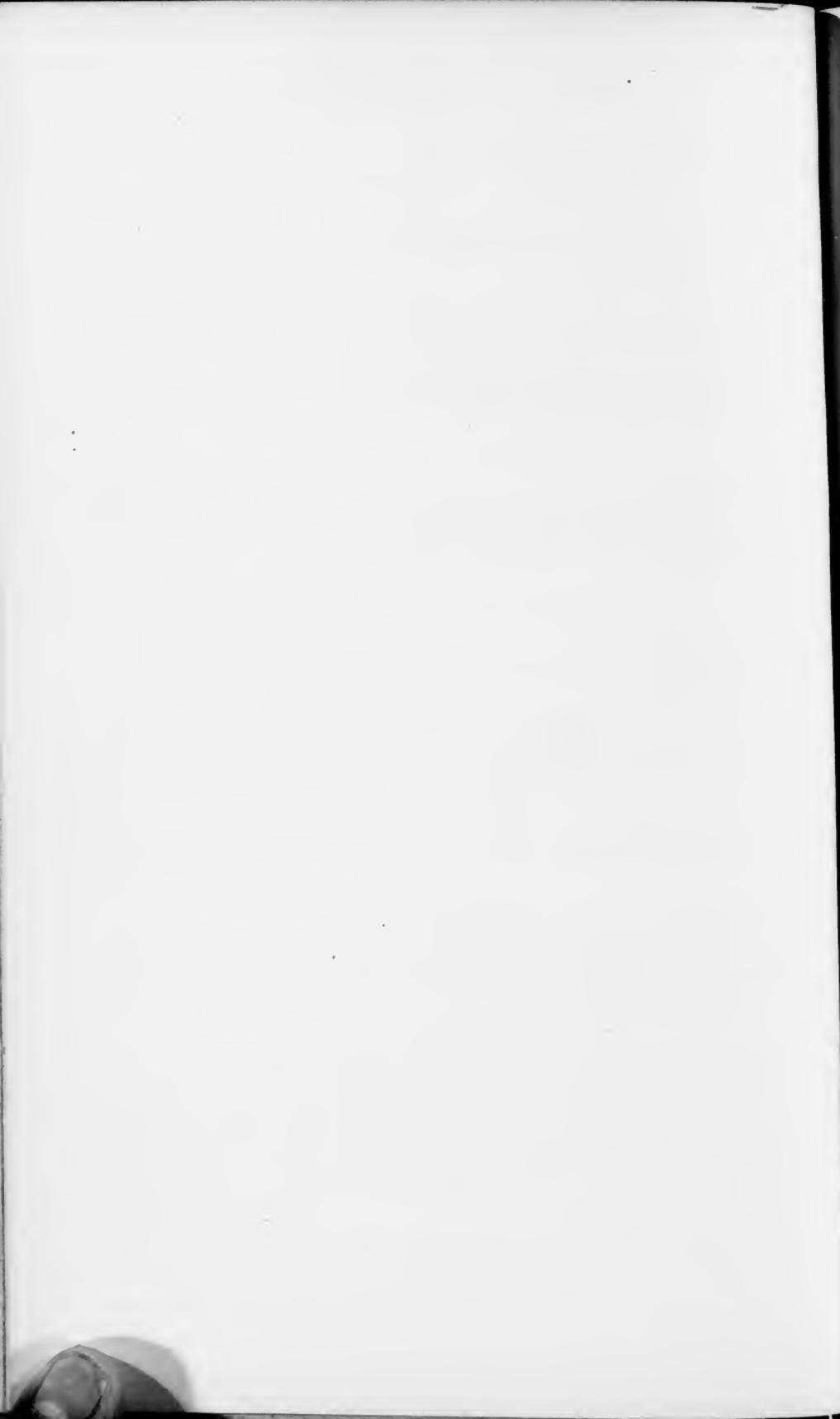
WINFIELD S. MONTGOMERY,¹ supervising principal, special division; office, Simmons School; residence, 1912 Eleventh Street NW.

JOHN C. BRUCE, supervising principal, thirteenth division; office, Lincoln School; residence, 1909 Second Street NW.

Supervising Medical Inspector.

J. A. MURPHY-----1736 Columbia Road NW.

¹ Including special and ungraded classes, vacation schools, playgrounds, fresh-air classes, tuberculosis classes, night schools, special activities, etc.



REPORT OF SUPERINTENDENT OF SCHOOLS.

*To the Board of Education of the District of Columbia, Washington,
D. C.*

LADIES AND GENTLEMEN: I have the honor to submit herewith my report as superintendent of schools for the year ending June 30, 1918.

Naturally the great factor of influence in the public schools during the past year has been the war. This influence has been felt in every field of work and in every department of instruction. While on the surface the schools have seemed to run smoothly, they have been kept going efficiently only through the exceptional efforts of the administrative force, backed by the cordial and loyal cooperation of the teachers, clerks, and janitor force. A reading of the reports of the individual officers will give some conception of the exceptional strain placed upon all those having directive authority. In all offices, from that of the superintendent down, the load of routine work has increased in some cases 300 per cent. The officers charged with the handling of the force of school employees have been required to work overtime, day and night, throughout the entire year to keep places filled sufficiently to enable the schools to remain open. Exceptionally difficult has been the matter of obtaining teachers. Both in securing teachers and adjusting school organization difficulties have been most exceptional and are not likely to lessen in the immediate future. The marked increase in the cost of supplies and the difficulty of obtaining supplies have greatly increased the difficulties of equipping the schools with material necessary, and have increased the actual burden of requisitions, deliveries, etc. The shortage of fuel during a portion of the winter laid on the high administrative officers additional burdens. The losses of office force, people trained to specific lines of work, also contributed to the difficulties of the situation. Of course, all these factors were recognized as natural under the circumstances and were met with splendid spirit. Every request of the superintendent made to his force and every call for additional work, every assignment to new duties, was met in a spirit of cooperation and of willingness to give the most of one's self.

In addition to causing stress on the general administration, the war has naturally influenced in a marked degree the educational work and general activities of the public schools. It is not too much to say

that the Government and the authorities at large have this year *discovered* the public schools and have come to a realization of their wonderful facilities in the way of direct service, and as an instrumentality for carrying to the people who should be reached certain information and certain calls to service. The great movements, such as the junior Red Cross, the food conservation campaign, fuel saving, Liberty loans, and war saving stamps campaign have been brought into the schools, and have had a definite place in connection with their activities. The administrative work connected with these movements has been heavy on all school employees, but all have responded loyally and cordially in the belief that it was a patriotic service the school system was most happy to render. The system also came rapidly to see the tremendous value to the child in the training in citizenship and patriotic service which he received.

Naturally the work of this character and the war itself had a marked influence on the regular educational activities of the schools and on the students themselves. A vitalized school spirit was marked. The child who had a relative in the war became an object of special interest. The spirit of service grew steadily in the student body and showed itself in the response to every outlet for patriotic activity. With it there was a growing feeling of seriousness on the part of the pupils which did much to counteract the loss of time and energy resulting from interruptions which occurred. The spirit of patriotism grew steadily, not in the wave of emotion, but with a force which gives evidence of the fact that patriotism has become part of the very life of the pupils. In spite of many interruptions, in spite of many campaigns, and the demands of war service, and in spite of a shortened school year because of the closing of schools during the fuel shortage, the very general testimony is to the effect that the fundamentals of the school work were accomplished and that in many cases work was done better than ever before. In many schools less failures were reported than is commonly the case. In addition, there has been a greater manifestation of that *esprit de corps* which makes for unity, cooperation, and service. Teamwork was more noticeable; discipline was less difficult. Children and young people seemed to grow steadily into a clear conception of their position as citizens. In general, there has been a marked raising of the moral tone, due to the clearer recognition by the child of the value of service, influencing careful work, obedience, and other moral factors.

The limits of this report do not permit of any detailed statement of the reaction of the war upon the individual studies. A few illustrations will suffice to show the tendency:

Music.—The schools are becoming singing schools. Never has the *Star-Spangled Banner*, or *America*, been sung so fervently and so correctly. The pupils have learned to sing and love the camp songs,

which are more or less familiar. Everywhere the report is that the singing of patriotic songs in the school assemblies has been with a vim and enthusiasm which has given a new meaning to the exercises. Music is becoming one outward expression of the inner spirit of genuine loyalty and patriotism the children have.

History.—History has become live matter. The constant use of material furnished by the committee on public information, and the material in magazines, newspapers, etc., has given point to current topics, and a background for the understanding of the real facts of the war. In the same way the history of the past years has been given new point because of its bearing on the events of to-day. I hope to build upon this new attitude toward history by the readjustment and development of the history course from the grades through the high schools.

Geography.—Geography is now a reality and the subject of constant and general interest. The fact that the war has touched all corners of the earth has given the work in this subject in every grade a special significance. Of course, it has been necessary in each grade to go outside the actual limits set for it, because European geography has become a tremendous factor of interest with all the children. Commerce and the political relations of countries have so changed, and have been so involved by the war conditions, that the correlation of war material with the study of geography has been inevitable. The tremendous questions of food and materials for war work have given added interest to the resources and products of nations and to the means by which they may be moved to points of need.

English.—Public documents and other material dealing with international affairs have found a marked place in the classrooms, crowding out much of the matter ordinarily used. The public documents have been systematically studied in a number of grades. In all study of literature reference to historical incidents has given points of connection and interest. In the study of Burke, "Macbeth," and other English subjects there has been constant analogy made with present conditions. The subjects of English composition were drawn far more largely, directly and indirectly, from the war, and because of the pupils' intense patriotism and interest the writing took on a force and definiteness of style and clearness of presentation which were clearly recognized. The oral work also gained markedly in power, especially through the contests and discussions on war questions, as noted elsewhere in this report.

Modern languages.—The study of the modern languages, especially of French, received a considerable impetus from the increased recognition by the pupil of the value of knowledge of a language

for the purposes of intercourse with and understanding of our allies and of the countries with which we come in contact.

Arithmetic.—Arithmetic became a practical working instrument to the vast majority of grade pupils. Far less than formerly was it simply a juggling with numbers. Constant numerical reference in current events, and the constant need of a child for arithmetic in connection with his participation in the various war activities, brought a realization of the value in every-day life of practical knowledge of this subject.

Science took on an added value in the pupil mind, because of the tremendous part which it has played in the present war. Likewise the fields of domestic science and art and manual training were given an exceptional value in the mind of the average pupil, never before reached, because of the greater realization of their value to the community and to the Nation in times like this. Elsewhere in this report some of these general fields of activity are treated in far greater detail.

TEACHING THE WAR.

As stated again and again in this report, and in the reports of my officers, the war has touched every phase of school activity and in so doing has taught the people much of the meaning of patriotism in the way of opportunity for service, and in the way of an understanding of some of the issues involved. Patriotic service has been rather definitely organized throughout the school system, especially through the junior Red Cross and the war savings movements. The first steps have also been taken to present certain factors of the war very definitely to the student body. The text book "Our Country's Call to Service," a book outlining the opportunities in the home for active cooperation in winning the war, and dealing with the conserving of food, home gardens, saving by thrift, and Red Cross work, and containing articles also on the meaning of democracy, was placed in the hands of the sixth, seventh, and eighth grade children for reading in school, and for carrying to the home, in order that the material it contained might be put before the older people of the community. The book was very popular, and its use resulted in considerable demand for its private purchase in order that it might be owned by those interested. In addition, the special messages of the Government issued in connection with the Liberty loan and war savings campaigns were very thoroughly circulated and many individual and semi-Government publications were used by teachers as a basis for instruction. Teachers of economics and English in the high schools and the teachers of the higher grades used a very considerable amount of this material. The publications listed below

were issued to the high schools and to the eighth grades for general and systematic use:

How the War Came to America.
The War Message and the Facts Behind It.
The Great War.
The Government of Germany.
American Loyalty.
The Nation in Arms.
The President's Flag Day Address.

In addition to the books listed a series of "Lessons in Community and National Life," published by the United States Bureau of Education, was authorized for use in certain classes in the high schools. It is the intent to organize this work for the coming year as definitely and systematically as the work of patriotic service represented by the junior Red Cross has been organized. There never was such an opportunity for combining the teaching of the theory and practice of real citizenship, community service, and patriotism as exists to-day. The proper organization of all this work at this time will mean immeasurable results for good to the community at large for years to come.

I believe that at the beginning of this report mention should be made in considerable detail of the work and accomplishment of the public schools in the way of war service. Personally, I believe that directly and indirectly, practically all the work the schools have done has had a worth-while bearing on the present situation. That so much has been done in so effective a form is due in very large degree to the splendid spirit of the teaching force. The high patriotism and personal loyalty, the earnest desire to serve to the extent of one's strength, has been evident at all times in the attitude of the class-room teachers. They have given freely, and without thought of themselves, of their time and strength, and it has been very largely through their cooperation and organization and directing ability in carrying out the general plans and directions put forward by the officers and principals that the natural patriotism and desire to serve existing among all pupils has been so organized and directed in right channels as to bring the splendid results here shown.

PERSONAL SERVICE.

First in any record of the public schools as related to the war there should be recorded the special service rendered by members of the employees, by students, and graduates of the school system. The public-school system, up to date, has had called into military service from the white schools, 10 teachers; from the colored schools, 11 teachers and officers, including the late Maj. J. C. Walker, whose

death was so serious a loss to the school system he represented; from the clerical service 1; and from the force of engineers and janitors, 20. In addition to those who have gone into the fighting service, two of the medical inspectors have gone into service in their particular line, and seven of the white teachers have been granted leave for special war service in connection with the Red Cross, Food Commission, etc.

It is impossible to state how many of the students and ex-students of the public schools have gone into the military and naval service. Undoubtedly a host of those who have had our grade school training in the past are now represented in our various military services. An attempt has been made in the high schools to record all those among the recent student body and among the graduates who have entered these services, and the numbers are so striking as to deserve record at this time.

| | |
|-----------------------|-----|
| Central High School | 605 |
| Eastern High School | 183 |
| Western High School | 325 |
| Business High School | 275 |
| McKinley High School | 450 |
| Dunbar High School | 200 |
| Armstrong High School | 120 |

In this number of students and graduates are represented all branches of the national service, and all ranks from private to brigadier general. The gold stars are beginning to appear, showing the number of those who have already made the supreme sacrifice for their country.

A host of members of the school employees have responded to various special calls where volunteer service could be rendered. They have served in the Red Cross and various campaigns, and in other organizations having to do with relief work, or supplemental work of benefit to the army forces. In addition to this service, which I am sure every one in the school force is willing to render to the extent of his ability as opportunity offers, a large number of teachers and officers were practically called into special service in connection with the draft registration and related classification work.

In the registration of June 5, 1917, 40 school buildings with a regular equipment were used as registration headquarters, and 25 high-school teachers were on duty as interpreters. At each building 4 teachers in two shifts were on duty to assist the registration officers, making a total of 185 teachers assigned for duty on that day. In addition 800 high-school cadets, 20 at each school building, were assigned by the assistant superintendents of schools, who acted as guides and gave information to registrants.

In response to a call from Government authorities for the aid of teachers in the work of carding and indexing the 33,000 questionnaires of District of Columbia registrants, a force of 369 officers

and teachers was organized under Mr. Charles Hart, the new principal of the Eastern High School. These people were selected by the school authorities largely because of their ability and qualifications for the special work. They were not organized simply as a result of a call for volunteer workers. The force consisted of the 2 general supervisors, 22 board supervisors and assistants, and 39 special workers. Main working force, 306; total, 369.

The work of each board was done under the direction of a supervisor and an assistant supervisor, who were on duty six evenings each week, from February 6, when the work began, until March 2, when it was completed, a period of 25 working days. Two groups of teachers, each group varying in number from 12 to 16, were assigned to each supervisor. The groups worked on alternate days. In addition three special groups were formed for supplemental work on Saturdays.

The spirit shown by the teachers was excellent, and the way in which they made personal sacrifices in order to perform this patriotic service reflects the greatest amount of credit on the teaching force of the District of Columbia. They seemed to feel a personal responsibility for the efficiency of their work. They accepted in letter and in spirit the statement of the Provost Marshal General that "The needs of the Army are such that you can afford to give this duty the right of way over other civic tasks for the time being. Other things must suffer in efficiency if need be, in order that the war may be won and the cause of liberty saved." At the close of the classification of the questionnaires, the Provost Marshal General sent a telegram of approval of the work done.

For the registration of June 5, 1918, 13 school buildings were used, and 130 cadets were assigned to act as guides and assistants. At most of the buildings four teachers and two shifts were informally assigned to assist the registrants. The small number of registrants and the simplicity of the work made it unnecessary to have a more careful organization of teachers and cadets as was in effect the year before.

RED CROSS ACTIVITIES.

The Red Cross work with its human appeal, and with the most varied opportunities which it has offered pupils and employees of the public schools for actual war service, requires special attention in any consideration of the war activities of the schools. It is to be regretted that the restrictions of a general report prevent the recording of the personal side of this work. Many incidents have come to our attention involving the children and their activities which show the wonderful spirit this work has developed. It has been the outlet for patriotic expression in endless ways. The mere matter

of record of accomplishment, however, is in itself so extensive as to leave little opportunity at this time to go into details. The junior and senior Red Cross organizations have been to a very large extent the recognized instruments in our school service for effective war work. Many other worthy movements for war relief and aid have not been granted a place in the schools simply because it was felt that the Red Cross could be better incorporated into the school system, could be more definitely and effectively handled, and would develop in the school body more evenly the real spirit of patriotism and training in citizenship, which was desired. Moreover, it was the recognized agency of the Government for its particular line of work.

Great credit is due Miss A. M. Goding, principal of the Wilson Normal School, both for general organization and direction of the Red Cross work with the schools, which, so far as the junior Red Cross was concerned was placed in her hands by assignment of the superintendent. Due to her effort, also, there were compiled the records of accomplishment which are embodied in this general report of work and activities. In very large measure, dealing with this phase of her work, I am quoting from special reports which she has prepared at my request.

RED CROSS DRIVES.

The Red Cross drive of May, 1917, for subscriptions to a patriotic war service fund, as reported in the last Annual Report of the Board of Education, netted \$4,231.14.

The subscriptions in money and pledges of the public schools for the second Red Cross war fund, May, 1918, totaled \$21,616.85. This subscription came from all sections of the school service and from employees and pupils. The amount recorded represents only the sums passing through the hands of the secretary of the Board of Education. It is understood that there were contributions which could be properly credited to the public schools, but which were sent to the fund independently of any school announcement.

The Red Cross membership drive of December, 1917, for senior memberships was also recognized in the public schools, but the effort of the school authorities was limited to the securing of memberships among school employees. As a result of this drive, 9 five-dollar memberships, 138 two-dollar memberships, and 1,935 one-dollar memberships were secured. A very large proportion of the school force thus showed itself interested in the support of the Red Cross.

FIRST-AID CLASSES.

The one war activity that was found to be definitely organized and well under way in the schools when war was declared was instruction in first aid to the injured in high and normal schools.

Classes had been organized under the direction of Dr. Ryan Devreux, acting for the American Red Cross. By permission of the superintendent of schools, Dr. Devereux had addressed the pupils of the high and normal schools, setting forth the value of knowledge and skill in dealing with injuries and acute cases before the arrival of a physician. Each class, numbering about 20, was taught by a physician sent by the Red Cross. A fee was charged for the certificate to be granted at the end of the lessons, and each student purchased materials for bandages and the textbooks of instructions issued by the Red Cross. The subjects taught were the structure and mechanics of the body, use of first-aid materials, such as bandages, splints, tourniquets, and all remedies available, treatment of cases of shock, bruises and suffocation, and rescue of drowning persons. Simple remedies for light attacks of common disorders were explained. Use of stretcher methods of transportation of sick and injured were discussed. Examinations were given at the end of the courses and certificates granted to those who passed. Teachers joined their pupils in these classes and recognized their high value for teaching methods of procedure and turning the minds of all into channels of future usefulness among the ill or injured. The number of students taking this course was approximately 450, in eight of the high and normal schools.

Such work was organized by the District of Columbia Chapter so late during the year 1917-18, and with a fee so much larger than that of last year, that no one high school reports similar work. The Western High School carried out a course of first aid on its own initiative, for which it obtained a qualified instructor, although no doctor was available. They used as a textbook the Women's Edition of the First-Aid Book of the Red Cross. First-aid classes were also organized among boys in our local high schools, but were called "High School Sanitary Corps." The matter was taken up at the earnest desire of Dr. Glazebrook, director of first aid in the Potomac Division, American Red Cross. Unfortunately the plan was inaugurated late in the high-school session when distractions were many, and consequently difficulties were experienced in organizing classes and holding them to their work. Real success, however, was obtained at the Eastern High School, largely as a result of the interest and enthusiasm of the principal. A class of five members made up of students from Central High School and McKinley High School likewise passed a creditable examination, and the members were awarded first-aid certificates.

SENIOR RED CROSS AUXILIARIES.

Before the inception of the junior Red Cross a number of the high schools organized senior auxiliaries and had them accepted by the District of Columbia Chapter as worthy of recognition. Some of

of record of accomplishment, however, is in itself so extensive as to leave little opportunity at this time to go into details. The junior and senior Red Cross organizations have been to a very large extent the recognized instruments in our school service for effective war work. Many other worthy movements for war relief and aid have not been granted a place in the schools simply because it was felt that the Red Cross could be better incorporated into the school system, could be more definitely and effectively handled, and would develop in the school body more evenly the real spirit of patriotism and training in citizenship, which was desired. Moreover, it was the recognized agency of the Government for its particular line of work.

Great credit is due Miss A. M. Goding, principal of the Wilson Normal School, both for general organization and direction of the Red Cross work with the schools, which, so far as the junior Red Cross was concerned was placed in her hands by assignment of the superintendent. Due to her effort, also, there were compiled the records of accomplishment which are embodied in this general report of work and activities. In very large measure, dealing with this phase of her work, I am quoting from special reports which she has prepared at my request.

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these schools continued their work independently and others also took active part in the junior Red Cross.

In the Miner Normal School a senior Red Cross auxiliary was organized, whose principal work consisted in the training of 16 young women as expert workers in the making of surgical dressings. The entire class passed the prescribed examinations and received their cards of qualification in accordance with the Red Cross requirements.

The McKinley High School formed its organization during the summer vacation and had such a full, well-planned program of activities that when the junior Red Cross came into existence the school decided to work solely with the seniors and for its own alumni, rather than by joining another organization. The original organization was named the Littauer Auxiliary in honor of a Central High School graduate, who was the first District of Columbia boy to win distinction in war service in France. Later the Wedderburn branch of this auxiliary was organized, with membership open to the entire student body of the school. It was named for Charles Wedderburn, the first McKinley boy to give his life for his country's service in the war. The funds raised by this organization amounted to \$393.47, obtained through contributions, dances, entertainments, and special sales. It was responsible for the making of 369 articles, including 224 signal flags, 41 helmets, a lesser quantity of sweaters, mufflers, wristlets, socks, ear muffs, and rugs.

The Dunbar and Armstrong High Schools affiliated with the Harriet Tubman branch, of Howard University. These two schools have also joined the junior Red Cross. In the Armstrong School authority was given the domestic art department to include the making of Red Cross garments in the regular course in sewing. As many as 40 girls were gradually organized into a Red Cross auxiliary and sworn in as two companies of the Women's Volunteer Aid. The products of their work for the Harriet Tubman branch and for related war service included hospital garments and equipment, sweaters, helmets, wristlets, pin cushions, etc.

The senior Red Cross auxiliary of the Dunbar High School was active in many ways. It provided 1,056 hospital garments; organized a uniformed corps; provided for the maintenance for a year for a French child; maintained a room during the second war-fund campaign, collecting \$350; collected 132 miscellaneous garments for use abroad. The organization also took part in certain extension work, such as the serving of lunch to 300 Army selects on the Howard University campus, etc.

INDEPENDENT WORK.

The Central High School engaged in independent Red Cross work, forming working units, each in charge of a member of the

faculty. Each unit devoted itself to a different line of work. For example, one group devoted itself to scrapbooks, another to raveling and making shot bags, a third made a set of garments for Belgian refugee children, another knitted afghans, etc. In addition to the group work there was a very generous response from the students in the way of table linen, muslin articles, magazines, etc. There was also much activity outside of the special groups in the way of making garments, stitching bandages, making wooden knitting needles, typewriting, etc. Some of the main items of finished articles were 1,000 bandages; 45 children's garments; 150 handkerchiefs; 206 knitted wash rags; 100 knitted articles; 140 napkins; 124 pillows and pillowcases; 31,000 shot bags.

JUNIOR RED CROSS.

I quote in detail the report of Miss A. M. Goding relative to the general work of the junior Red Cross:

Many schools in the District of Columbia had, during the school year 1916-17, accomplished miscellaneous work acceptable to the American Red Cross, and at the beginning of the new year the public-school system as a whole was ready to respond with warmth to the call for service in the junior membership of the Red Cross. This call was made September 15 by the President of the United States in a proclamation to the school children of the Nation. This proclamation set forth the opportunities for service by organization, in that children together might save in order that suffering children elsewhere should live, that they might prepare supplies for the wounded and homeless, and, best of all, that they might learn by doing kind things under their "teacher's direction to be the future good citizens of this great country which we all love." The President commanded to the school-teachers the simple plan worked out for their junior membership by the American Red Cross that all might work together for service guided by high and religious ideals. In immediate response to this call the superintendent of schools held meetings, one for the white schools October 15, and the second for the colored schools two days later, to present to school officers and principals the plans of organization and work authorized for the juniors under the direction of Dr. H. N. MacCracken, national director of junior membership. The meetings were addressed by Miss Mabel Boardman, who submitted American Red Cross Circular No. 600 embodying the President's proclamation and rules adopted for the junior membership. At the close of the general meetings the superintendent appointed a committee of teachers to represent the public schools as members of a larger committee whose membership

also represented private and parochial schools. The names of the public-schools members of the committee are as follows: Mr. E. L. Thurston, Miss A. M. Goding, Miss Grace M. Janney, Miss Annie Lamborn, Miss Marion P. Shadd, Miss Mineola Kirkland, Miss F. L. Hendley, Dr. Elmer S. Newton, Miss Emma Jacobs, Mrs. Margaret W. Cate, Miss M. B. Pearson, Miss Janet McWilliams, Mr. F. A. Woodward, Miss Helen Gary. The committee held meetings from time to time to determine the policies of the Washington auxiliaries and to decide upon plans for dissemination of information, securing of memberships, and the execution, collection, and transportation of work assigned by Red Cross authorities.

It was decided that a school should be admitted to full membership as a junior auxiliary with a certificate engrossed by the school committee when that school should have raised a sum of money equal to one-fourth its enrollment. Money raising is a discouraging process when it comes by pennies, therefore the school committee decided that a card of enrollment for the school and a Red Cross button for each pupil should be sent to a school when it had forwarded an application for membership, accompanied by a pledge that the quota should be raised during the school year, this pledge signed by the principal of the school and one teacher acting as treasurer. Mrs. Henry H. Flather accepted the position as secretary-treasurer of the district junior membership, Miss A. M. Goding was appointed as its chairman, and the Wilson Normal School designated the official headquarters.

Applications came in rapidly, membership cards or certificates were issued and monthly reports as to finances and articles completed showed remarkable activity. That this activity was actuated by the spirit of high loyalty and loving self-sacrifice is shown by letters from the children and reports to their teachers telling their naive ways of raising and saving money. Kindergartens, grades, special classes, and high and normal schools worked together with equal loyalty and devotion, their accomplishments progressing from the snippings to fill comfort pillows and the silver and gold paper chains for soldiers' Christmas trees by the youngest, to finished hospital garments by the most proficient. The following is an itemized report of membership, money raised, and articles completed for the school year ending June 30, 1918.

ENROLLMENT.

Number of schools enrolled, 129; number of children enrolled, 50,922; percentage of enrollment, 90.

MONEY RAISED.

Amount, \$17,532.67.

Articles completed.

Refugee garments:

| | |
|-------------------|-------|
| Blankets, baby | 40 |
| Bootees, baby | 15 |
| Caps and Hoods | 80 |
| Chemises | 709 |
| Coats | 21 |
| Drawers | 4 |
| Dresses | 965 |
| Layettes, infant | 16 |
| Petticoats | 2,042 |
| Pinafores | 100 |
| Sacques, baby | 62 |
| Shawls and Capes | 87 |
| Shirts, boy's | 56 |
| Sweaters, child's | 62 |
| Trousers, boy's | 313 |
| Undervests | 117 |
| Total | 4,688 |

Knitted garments:

| | |
|-----------------|-------|
| Afghans | 204 |
| Helmets | 351 |
| Mufflers | 217 |
| Socks, pair | 449 |
| Sweaters | 1,360 |
| Wristlets, pair | 926 |
| Total | 3,507 |

Miscellaneous:

| | |
|---------------------------|-------|
| Bags, hospital | 702 |
| Books and magazines | 4,950 |
| Candles, trench | 2,866 |
| Canes | 40 |
| Cards, post | 325 |
| Cases, needle | 414 |
| Cases, pillow | 752 |
| Cloths, dust | 276 |
| Cloths, wash | 2,179 |
| Covers, hot water bags | 153 |
| Covers, tray | 249 |
| Games | 260 |
| Gowns, operating | 7 |
| Handkerchiefs | 1,982 |
| Housewives, filled | 50 |
| Kits, comfort, filled | 95 |
| Kits, comfort, not filled | 25 |
| Knitting needles | 3,000 |
| Masks, surgeons' | 1,100 |
| Napkins | 884 |
| Pads, crutch | 423 |
| Pajamas | 55 |
| Pillows | 3,370 |

Miscellaneous—Continued.

| | |
|----------------------|---------|
| Pinballs | 8, 443 |
| Puzzles, picture | 85 |
| Sheets | 10 |
| Shirts, hospital | 71 |
| Socks, bed | 1, 094 |
| Stockings, surgical | 762 |
| Stockings, Christmas | 20, 000 |
| Towels | 428 |
| Winders, thread | 300 |

Much of the work accomplished was under the guidance of Mrs. M. W. Cate, director of domestic art in the schools, and the assistant director, Miss Eva Wilson, who early in the year changed their courses of study in the public schools to meet the war emergency. The children, therefore, this year instead of making for themselves fancy aprons, underwear, dolls' dresses, and other articles to be carried to their own homes, sewed with intense interest for the soldiers and the refugee children of France and Belgium. Care was taken that the work done in the school should be as highly educational as in former years and the following course for the first semester, as worked out by Mrs. Cate and her assistants, shows that education was not lost sight of:

| Grade. | Project. | Material. | Quantity. | Cost. | Exercises involved in making. |
|---------|--------------------------------|--|--|----------|--|
| 3B..... | Pin disks..... | Silk, cretonne, or gingham, bought. | 2 circles, $2\frac{1}{2}$ inches diameter. | | Coarse running top sewing. |
| 3B..... | Wash cloths..... | Made of old Turkish towels or bedspreads. | 10 inches | | Overcasting or button-hole stitch. |
| 4A..... | Handkerchiefs..... | Made of old muslin or linen. | 18 inches square. | | Turning hem, bast- ing, running. |
| 4A..... | Napkins..... | Made of old table linen. | 14 inches square. | | Turning hem, bast- ing, hemming. |
| 4A..... | Tray cloths..... | do..... | 15 by 22 inches | | Do. |
| 4A..... | Dust cloths..... | Cheesecloth: old outing flannel; silk lining. | 18 by 18 inches | | Turning hem, bast- ing, running. |
| 4B..... | Surgeon's mask. | Made of fine cheesecloth or sheer India linen. | 17 by 30 inches, finished. | 1 \$0.06 | Turning hem, bast- ing, sewing on tapes. |
| 4B..... | Hot-water-bag covers. | Made of outing flannel or canton flannel; made double. | 12 by 20 inches | | Basting, $\frac{1}{2}$ back- stitched seam; over- casting, $\frac{1}{4}$ -inch hem at top, allowing $\frac{3}{8}$ inch casing. |
| 4B..... | Operating stocking. | Made of white outing. | 1 $\frac{1}{2}$ yards for one | 1.28 | Back-stitched seam opened and catch stitched; 1-inch hem at top with 1 yard; $\frac{1}{2}$ -inch tape for draw string. |
| 5A..... | Comfort pillows (on fracture). | Made of cretonne or gingham; made in various sizes over 8 inches, to be filled with fine cloth clippings (sample, 8 by 14 inches). | According to size. | | Plain seam, back stitched; top sewing. |
| 5B..... | Pillowcases..... | Made of bleached muslin, gingham, or bright colored material, to fit pillows. | Depending on size of pillow. | | Basting, stitched seam, accurate hem turning; fine hemming. |

¹ About.

| Grade. | Project. | Material. | Quantity. | Cost. | Exercises involved in making. |
|-----------------------------|-----------------------|---|---|--------|--|
| 5B..... | Bed socks..... | Made of dark striped outing flannel; made double, white lining. | $\frac{3}{4}$ of a yard for one. | \$0.15 | Seams basted and back stitched, open and catch stitched, wrong side placed together, 1-inch casing at top, 1 yard $\frac{1}{2}$ -inch for draw string. |
| 6 A..... | Military bag for bed. | Made of attractive cretonne, tape binding, 3 safety pins. | 10 inches square. | .10 | Basting, accurate machine stitching. |
| 6 A..... | Comfort..... | Made of attractive cretonne, 2-inch hem at top, draw string. | 10 by 13 inches, 3 from 1 yard. | ..... | Basting, hem turning, machine stitching. |
| 6B..... | Hospital shoes.. | Made of dark outing flannel; lined with white outing. | $\frac{1}{2}$ yard dark, $\frac{1}{2}$ yard white, 1 yard $\frac{1}{2}$ -inch tape. | ..... | Plain seams, basted, machine stitching, 7-inch casing at top. |
| 6B..... | Crutch-top pads. | Made of khaki, brown, or gray. | 1 yard will make 3 $\frac{1}{2}$. | ..... |  |
| Vocational high schools. | Pajamas..... | Made of outing flannel. | 7 $\frac{1}{2}$ yards..... | 1.50 | |
| | Hospital shirt..... | Made of cotton-twilled jean. | 3 $\frac{1}{2}$ yards..... | .88 | |
| | Surgeon's coat..... | do..... | 5 yards..... | 1.25 | |

A few pajamas, shirts, and coats can be made in each sixth-grade center by teachers and careful children.

Teachers should see models before attempting to begin any junior Red Cross work in their classes. All articles must be carefully inspected by sewing teacher before they are turned over to school committee.

These teachers must have been gratified not only with the results obtained under their direct teaching, but with those effected by the older girls in the schools, for their work reflected great credit upon the teaching in the lower grades, unfortunately discontinued as school work in the seventh and eighth grades. All the articles listed had been called for by Red Cross authorities, and all have proved of such notable service in our military hospitals and with our soldiers abroad as to send back to the workers words of appreciation and commendation. Boys in the manual-training schools were enthusiastic, and during the weeks following the declaration of war made many thousand splints and tongue depressors, accepted by hospitals. Those articles ran ahead of the need, and this year the boys have generally continued in their regular course of study while waiting for the statement from the Red Cross as to the needs that could be supplied in the shops without educational sacrifice. Several units were worked out, such as canes for Camp Meade, bulletin boards, checker boards, thread winders, dominoes, knitting needles, and other small articles, but not work that represents in any degree the strength of manual-training classes. Definite plans are being formulated which will put into the shops a line of work for hospitals and convalescent homes valuable articles of equipment whose manufacture will be distinctly educational. Mr. John Chamberlain, director of manual training, is in charge of this line of developmental training for the

Potomac Division as well as for the District of Columbia, and results well worth while are expected.

Lists of articles completed indicate only a part of the work of the juniors, for they were always ready for service. At the Potomac Division headquarters almost every afternoon in the year was to be seen a group of typists and accountants from the Business High School, one of our leading auxiliaries, busy at work. Other near-by schools were called upon by the division for errands and help in emergencies out of school hours. The Central High School held itself ready to work for the Comforts Section sewing, making over, or packing. This school made garments and supplies to be sent as samples to the schools of our foreign auxiliaries under the direction of the National Headquarters. All printing on stationery, cards, and forms used for the junior membership was done in the print shops of the Central and Dunbar Schools.

One service highly valued by those interested in the happiness of our men in service was the children's participation in the making of their Christmas. The Christmas committee wanted 20,000 little Christmas stockings, one for each soldier and sailor in the camps near Washington. These the school children made in less than three weeks. Tree ornaments were needed, and kindergarten children furnished the required quantities of gold and silver paper chains and red bells, and older children gave as sacrifice ornaments that they would have used on their own trees. High and older grammar school children went in relays to help the committee fill the stockings, all happy in the thought of giving pleasure to the men away from home.

The money raised by each auxiliary was placed in charge of the treasurer of that school and was disbursed by her for the purchase of materials from which articles were to be made. Large amounts were bought at reduced prices directly from the Potomac Division supply rooms through the office of school committee treasurer, Mrs. Flather. Her report shows the receipt and distribution at the Wilson Normal School of more than \$8,000 worth of new material. Conservation of the old was considered, also, and hundreds of pounds of partially worn linen and cotton cloth were made over into handkerchiefs, napkins, tray cloths, dusters, and similar articles. Pieces too small for other uses were supplied to fill pillows for hospitals. Money for purchase of materials was earned by salvage through collection of newspapers and tin foil, but no special emphasis was given to this feature and the collection of old clothing was not considered generally practicable in public schools.

The District of Columbia Chapter of the American Red Cross recognized the junior membership and elected the chairman to membership of its executive committee some time before the national body declared her a member by virtue of her office. The chapter set

aside a monthly budget for the purchase of Red Cross buttons for junior membership and for certain overhead expenses, such as a typewriter, stationery, postage, etc. Those expenses have been light because of no rent for office rooms and no payment for clerical assistance. Valuable service as assistant secretary was rendered throughout the year by Miss Hortense Cook, who spent definite hours each week in the office. Normal-school teachers were also generous of time and strength in making the work at the school headquarters effective. The normal school was the principal center for inspection and packing of finished products.

The affiliation of private and Catholic schools of the city with the public schools has been the source of much pleasure and profit to the junior leaders. This report does not, of course, itemize the achievements of any but public schools, but the other schools have shown cordial cooperation and have produced fine results, reported monthly to the school chairman. Even closer relation and extended cooperation is looked for next year.

The activity of the children and the leadership of the teachers has been more vital in Junior Red Cross than the most optimistic could have foreseen. And teachers worked first in obedience to the President's call to arms, but later and to the end of the school year because they saw the effects of unselfish service in the lives of their children. Their school work has been vitalized, the spirit of brotherly kindness has been fostered that leads to understanding. With its slogan 75 per cent education, 25 per cent material results, the Junior Red Cross is well worth while.

MANUAL TRAINING ACTIVITIES.

As in the case of the domestic art department, it has been possible to direct certain activities of the manual training department into war service without in any sense reducing the educational value of the course, and considerable supplemental work has been done. The following statement prepared by Mr. Chamberlain, director of manual training, and covering the manual training activities of our white and colored schools, will give a clear idea of the range of accomplishment of this department, and of factors being considered for the future:

The following list includes all articles made in any quantity by classes in high schools, grade, manual training, and vocational schools, and also personal service by the teachers:

HIGH SCHOOLS.

Articles made: Five 4-inch dummy shells for Navy practice; buzzer sets for radio classes; 50 tent pins for Red Cross (samples for guidance of other schools); 1 rug loom for Red Cross; repairs to tables for Y. M. C. A.; 25 spin-

dles for crutches for Red Cross; drawings for Navy Department; 24 hasps and staples; boxes for Y. M. C. A.; 400 pairs knitting needles; 100 checker boards; splints; 2,000 tags; 2 costumers for Red Cross.

Facilities offered: Facilities of McKinley School offered to United States Government—machine shop used by Bureau of Standards; machinists trained in night classes; radio operators (registered men) trained in night classes.

Personal service: Many boys in various branches of the service—One instructor commissioned in Signal Corps; 1 instructor enlisted in aviation service; 1 instructor in overseas duty with Red Cross; 1 instructor made apparatus used in war work, loaned automobile to Red Cross, is directing emergency war training classes.

GRADE MANUAL TRAINING.

Articles made: Five thousand five hundred splints; 17,000 tongue depressors; 5 bandage rollers; 50 canes; 4 crutches (samples); 130 checker boards and checkers (400 extra checkers); 600 pairs knitting needles; 15 games for Y. M. C. A., Walter Reed Hospital, and for men on British ship *Warrior*; 23 weaving combs for Walter Reed Hospital; 6 weaving frames for Walter Reed Hospital; 2 16-foot work tables for Red Cross; shelving for Red Cross; 10 miscellaneous boxes for Red Cross; 25 packing cases for Red Cross; 50 pin ball disks; 500 bean poles for war gardens; 1,200 stakes for war gardens; 3 signs for war gardens; repairs to garden implements; 24 (sets) guns, swords, and shields for use in Red Cross benefit entertainment; furnishings for recreation center for enlisted men; banner bars, staffs, and holders for Red Cross banners.

Personal service: Supervisor advised with Red Cross respecting the participation by the schools in its work; prepared drawings of Red Cross articles, for use of the shops; acted as division supervisor of manual-training activities Potomac Division, Junior Red Cross (States of Maryland, Virginia, West Virginia, and the District of Columbia).

Assistant supervisor directed and assisted in fitting up recreation center for enlisted men.

Instructors packed for shipment articles made for Red Cross; designed and made Red Cross banners; made articles for sale for benefit of the schools' junior Red Cross work and war savings stamp drive; made 1 movable flagpole; made 6 flag holders; helped decorate halls for two war meetings; worked for Draft Board, War Risk Bureau, and for sale of war savings stamps; participated in the making of articles furnished by the shops, thus adding largely to the supply.

VOCATIONAL SCHOOLS.

Articles made: Printing (to value of \$200); repair of motorcycles and motors; tools; 2 bookcases for recreation center for enlisted men; 31 bulletin boards (for outdoor use, costing \$10 each) for training camps and for Y. M. C. A.

Personal service: Instructors participated in entertainment for the benefit of the Red Cross (\$500 raised).

IN THE FUTURE.

There is a pronounced readiness to aid, in future, in any reasonable manner as needs arise. Some definite plans have been considered, such as—

The study of aeroplanes, coupled with the construction of model planes.

The operation and repair of Army trucks.

The making of furniture for the Red Cross and for the Y. M. C. A.

SUBSCRIPTIONS TO LIBERTY LOANS AND WAR SAVINGS STAMPS.

The Liberty loan campaigns and the general campaign for war savings and thrift stamps were given full recognition in the public schools. At the request of the local committees in charge of the Liberty loans, speakers were assigned to school buildings where pupils could be properly grouped together, and opportunity was also given to present messages direct to the force of employees. The general literature and posters issued in connection with these campaigns were circulated throughout the schools. In the case of Liberty loan, subscriptions were not to any degree secured and listed through the school machinery, and consequently it was not possible to keep an absolutely accurate figure as to participation of the school organization in this movement. In connection with the summaries of war activities at the close of the session, however, an attempt was made to secure as accurate a statement as possible of purchase and subscriptions. In view of the fact that many students had already left school, and in view of the constant changing in the teaching force, the figures resulting are considered by those who obtained them as materially below the figures which should properly be credited to the school system:

Liberty loan subscriptions.

| Loan. | Employees. | Pupils. | Total. |
|------------------|------------|-----------|-----------|
| First..... | \$77,850 | \$234,050 | \$311,900 |
| Second..... | 110,100 | 330,350 | 440,450 |
| Third..... | 104,150 | 467,600 | 575,750 |
| Grand total..... | 291,100 | 1,032,000 | 1,328,100 |

The movement for the sale of war savings and thrift stamps was definitely organized within the schools from the start. In fact, the District of Columbia school system was practically the first, if not the first, in the country to organize and call its preliminary meetings, in accordance with the request of the Government. In the case of the grade schools, stamps were sold through the principal of the building or such organization as he formed. In the case of the high schools, where high-school banks were in operation these organizations were used to handle the business. Each principal was authorized to secure his stamps either through a near-by bank or from the post-office authorities, accounting directly to the organization from which the material was obtained. Weekly reports were made to the office of the superintendent of schools as to sales and student pledges, and these reports were in turn submitted to the general committee for the District of Columbia. On June 30, 1918, the records state as follows, stamps being listed at net cost, not at face value:

Thrift stamps sold, \$114,126.91.

War savings stamps sold, \$103,902.19.

Thrift stamps exchanged for war savings stamps, \$73,908.27.

Cash in addition to thrift stamps paid in exchange, \$619.28.

Total cash reported by principals, \$222,648.38.

Student pledges of the form issued by the Government, 26,311.

One hundred dollar pledge cards, 925.

The informal organization for this campaign worked smoothly and effectively, although it put a considerable burden upon the principals and the teaching force. Practically no complaints, and certainly no serious complaints, reached the administrative offices during the year.

The public schools responded cordially and promptly to the request of the Government for recognition of the junior Four Minute Men contests, in connection with the war savings and thrift stamp campaign, and in connection with the third Liberty loan. While there was some question throughout the teaching and administrative force before the contests, as to their value in view of the time necessarily required, the reports received after the contests were almost unanimously enthusiastic. Officers and teachers expressed themselves as exceptionally appreciative of the splendid results obtained from the general participation of students in the contests for the war savings stamps. These contests were both oral and written, and were conducted with the idea of the participation of all students above a certain grade, including the high school students, and a gradual elimination which brought to the final contest the best material in each class or school. The winners in the final contest were given certificates issued by the Treasury Department. In the reports submitted by teachers at the close of the year the value of this special appeal through and to the students themselves is recognized as in evidence in many ways. One teacher says, "in the entire history of the public schools there has never been so dramatic an appeal to the ability of the children of America."

The first appeal was undoubtedly to the patriotism of the students, and of their parents. Patriotism was stimulated. The realization was brought home of the importance of the loyalty of each individual, no matter how humble, and that loyalty involves sacrifice. The facts of the war were emphasized and a keener interest was aroused in current events. Students began to feel themselves to be factors in the struggle for victory, and as patriotic bearers of special messages to those about them. As a result of the spirit developed among the student body, the success of the war savings drive became a personal matter. The pupils not only bought stamps more freely, but they exerted a marked influence in purchases within their homes and in starting purchases among those who had done nothing. A teacher reports, "one child who had never bought a stamp convinced herself by her own arguments and started to buy."

These contests and the general movement involved served to arouse a desire to save as well as a determination to help. The value "of the small amount" was magnified. New ways of saving and earning money or material were discovered. Many pupils are now working and saving who were not before awakened to the opportunities and possibilities in this line.

It will be recalled that in a previous report I urged the establishment of school banks within the grades. With the coming of the thrift-stamp campaign, however, it was recognized at once that this movement offered for the moment a far better opportunity for establishing the thrift habit than the ordinary school bank could possibly have done. It was felt wise, therefore, to place all emphasis on the thrift-stamp movement during the time of its continuance and to build upon the thrift habit thus established the school bank and other activities which would tend to strengthen and upbuild a habit.

The educational value of the Four Minute Men contests was very markedly in evidence, emphasizing again the fact which all teachers ought to keep in mind, that students will do their best work in a line in which definite personal interest has been aroused. Teachers in their reports referred again and again to the improved enunciation growing out of these speaking contests. There came to a host of students a realization of the power of clear, forceful English, and of a convincing manner. The boy slipshod in speech sought to "get across" his thought to teacher and class. There resulted improved ability to speak in public. Children became less self-centered and more confident in addressing audiences. Much unknown speaking talent was discovered. "All judges agree that many of the speeches were far superior to those rendered by the seniors in theaters and other public places." Spontaneity and diversity of treatment showed that preparation was a pleasure rather than a set task. The teachers recognized the educational value of a combination of writing and speaking contests which had to have its basis on facts. The written products were reported in many cases as far exceeding anything done during the year in other lines. The children became readers and their essays showed much thought and careful preparation. Vague impression gave way to clear understanding. Facts were stated and proper appeals made to the emotions. Selected essays were called for and were sent to a Government bureau. Further educational value was found in the initiative and resourcefulness developed among the children; in the practical business experience gained by those who earned the money they put into purchases of stamps; in the good-natured, healthy, and keen rivalry, and above all the feeling among the young people that they were doing a definite part of the work of the country. The interest in the contests spread throughout

the neighborhood and into the homes. Speeches were recited at home, and later framed certificates appeared in homes and in parents' places of business.

One interesting factor in these contests was the interest of the foreign element. One of the best contest meetings was held in the foreign night school and participated in by those who were of foreign birth, many of whom could speak our language only with difficulty. The interest and earnestness shown here and the variety of treatment of the subject were most striking. In the regular grade schools, however, among the children of foreign birth or parentage much of genuine interest was shown, many of these children being most enthusiastic participants. In one case the fifth-grade winner in the contest was an Italian whose parents could not speak English.

BOOKS AND MAGAZINES.

The public schools took an active part in the campaign of the American Library Association for books for camp libraries. Grade schools did not in all cases report exact numbers, so that the total given in the following tabulation represents less than the actual quantity realized:

| | |
|---|--------|
| Central High School | 2,069 |
| Eastern High School | 1,301 |
| Western High School | 3,516 |
| Business High School | 1,025 |
| McKinley High School | 1,464 |
| Armstrong High School | 658 |
| Dunbar High School (including Miner Normal) | 4,342 |
| Wilson Normal School | 1,000 |
| Graded Schools | 6,205 |
| Grand total | 21,580 |

In addition to the books mentioned above, quantities of books and magazines running into the thousands were distributed by the graded schools directly to hospitals and camps.

DRAWING AND DESIGN.

Posters for a great variety of war activities were given a prominent place in the drawing work of the high schools and the grades. These included designs to promote war savings, Liberty loan, Red Cross, food conservation and French relief campaigns. They covered also posters for special entertainments conducted in the schools for war objects. In the first grade of the white schools a very elementary form of poster was made by cutting out the letters U. S. A. and pasting them on a sheet of drawing paper. In the second grade the children cut out and pasted the letters W. S. S., and the

shield. In the third and fourth grades the letters and the flag were the symbols used, drawn in crayons. In the fifth grade much of the same symbols were used, drawn in water color. In the higher grades the poster work had special place. In the colored schools the shield was the most common unit used in the primary grades, and was drawn with the word "Service." In the teaching of the war special mottoes and words of conduct and accomplishment were given representation by each letter. For example, the letter "S" stood for self-control, seeking knowledge, spelling correctly, etc.

The most important piece of work relating to war activities was in connection with the W. S. S. campaign poster contest, which was conducted throughout the schools of the country under the auspices of the Treasury Department. This contest was divided into two groups, the high schools and the seventh and eighth grades. The work was especially well organized in the white schools, where each child in the grades represented made a poster in accordance with the directions given. These posters were made on a small scale. Then from each school the best three were selected, and the pupils trained in enlarging their designs to the required size. By a careful process of selection the posters to be sent to the general headquarters were chosen. In addition to this regular contest, some excellent examples of high-school work in posters were sent to the Food Administration, at its request, for exhibition at the National Education Association meeting in Pittsburgh.

WAR ACTIVITIES OF NIGHT SCHOOLS AND SPECIAL SCHOOLS.

It should be stated that in the war activities covered in this report, all departments of the school system have had a proper share. The spirit of service has been very real. The atypical and ungraded schools have joined in the same activities as the graded schools. In the night schools each of the large movements has been recognized among teachers and students. The war savings stamps campaign was active all along the line. A fine spirit of patriotism was shown in all classes and schools, both in response to these special movements and in the earnestness with which the opportunities for educational advancement were made use of.

MISCELLANEOUS CONTRIBUTIONS.

In addition to the general war activities under the Red Cross, manual training, war-savings campaign, etc., there was considerable direct and indirect contribution in response to other Government calls. These contributions consisted both of materials and service. Teachers everywhere responded to calls for special service in the hospitals and camps, for entertainments for soldiers, and for other

contributions where the personal contact means so much. These general fields of contribution may be brought under three heads—hospitals, camps, and war-relief associations.

The figures given by no means represent the totals, for in many cases the giving of articles and not the quantity was reported:

1. *Hospitals*.—Books in addition to those contributed through the American Library Association campaign, 319; magazines, 542; cash, \$265.15; postal cards, 331; jelly and preserves, 569 glasses; bedside bags, 279; comfort bags, 60; garments, 410; wash cloths, 100; handkerchiefs, 167; general comfort, 628.

2. *Camps*.—In addition to an immense amount of individual service, and service in groups in entertainments: Cash, \$106.50; books, 1,078; magazines, 400; jelly and preserves, 200 glasses; candy, 730 bags; tobacco, 120 pounds; handkerchiefs, 35; souvenirs, 6,500. In addition much service was rendered in the way of supplies of fruit, vegetables, and special entertainments.

3. *War-relief associations*.—Cash, \$842.87 reported. In addition thereto contributions were made by individuals in the schools, and contributions were made for the endowment of beds in France for the French orphans. War orphans were adopted by special schools, and many pupils and teachers became "war daddies." In connection with the war-relief associations there have been thus far reported the giving of 1,777 garments; 24 pairs of shoes; 35 sets of helmets, sweaters, and wristlets, and many miscellaneous items.

4. *Domestic-science department*.—Domestic-science departments cooperated effectively in all possible ways in the war-service activities. Teachers worked with their children after hours to prepare food, which was sold for the Red Cross or sent to soldiers in camp or hospital. In one case 240 glasses of jelly were sent by one teacher and her pupils to Walter Reed Hospital and Camp Meade. Teachers also assisted the children in the preserving of surplus products from their home war gardens.

I quote from the report of Miss Jacobs as to the regular instruction:

FOOD CONSERVATION.

The regular work of the year was modified to meet the food administration suggestions in order to teach preservation and conservation of food products. Extra lessons in the various methods of preservation were given in the spring and fall of 1917 and in the spring of 1918. Moreover, classes were organized under the summer schools to teach the methods to all who desired to put up their goods under the supervision of trained teachers. Seven teachers were employed and several thousand containers were filled under their supervision. Many hundred containers were filled in the regular classes, and the material was used in the lessons during the year. Lessons teaching the use of wheat substitutes, meat savers, butter and sugar savers; how to purchase the cereals in new ways; how to utilize every bit of food purchased, and other conservation

measures. Much literature on this subject was distributed by all teachers; new and modified recipes were sent out. Many of these were put on the board in the grade room, copied by the pupils and taken home by them. One high school used its school paper for this work; another its typewriting and dictation periods. Lessons were given in every classroom from the kindergarten to the normal on food, how to use and how to conserve it, instructions having been given to teachers in various meetings. All work in the night schools was given with this in view.

Eleven teachers gave single lessons or demonstrations to teach the public dietetics and food conservation. Many such were given to teach how to make yeast bread with part of the wheat replaced by the substitute materials which were available. Three full courses were given in dietetics under the Red Cross and three in food conservation under the war kitchen activities. All assisted in the exhibits at Convention Hall and the Public Library in the interest of food conservation.

USE OF SCHOOL BUILDINGS AND EQUIPMENT.

Because of the fact that the school organization can reach so effectively both the mass of children in the community and, directly or through them, the larger proportion of the homes, unusual demands have come upon the schools for cooperation in the various campaigns and movements organized by the Government or developed because of the needs of the men in the service. Wherever possible, the superintendent and the board of education have cooperated to make available the facilities of the public schools for this purpose.

Eighty-three grade school buildings and several of the high school buildings were used for the food pledge campaigns. In this campaign teachers, Boy Scouts, Camp Fire Girls, and students of the higher grades and high schools cooperated.

Liberty war kitchens.—In 20 school buildings, during the year, liberty war kitchens were conducted for neighborhood instruction. Connected with these were demonstrations in canning, preserving, series of war diet lessons, and series of lessons on such topics as "How to buy meat," "Meat substitutes," "Wheat substitutes," "The use of corn meal," "Storing of eggs." These meetings were attended by groups of varying size, but in total attendance undoubtedly reached a very considerable element of the population.

The senior Red Cross auxiliaries.—Twelve grade schools, and five high schools have been used as meeting places for senior Red Cross auxiliaries, which have met regularly and have engaged in the usual activities of the service.

In connection with the various educational opportunities offered by the night schools and the community centers, privileges of instruction have been open quite generally to men in the military service. Perhaps special opportunity has been offered in the line of shorthand, French, and shopwork.

Individual buildings having assembly halls and gymnasiums, and to some extent corridor space, have been in constant demand during the past year because of availability for meeting places, and because of the shortage in the way of public halls. Units of the Home De-

fense League and Home Defense Rifles have been meeting in certain of the high schools. A summer school for the training of Navy paymasters was conducted during July and August. Practically no week passed without a meeting in some school of a group of Government or District employees. Athletic meets for men in the various military and naval services were held on the Central High School stadium. The Central High School hall and general equipment has been exceptionally in demand. In fact this building bids fair rapidly to become a great civic meeting place. Exclusive of the activities under the general control of the community center department, the demands have been overwhelming, and it has been necessary to draw many restrictions with reference to the use of this structure. Mr. Wilson reports the following table showing the uses for which permits were granted:

| | |
|--|---------|
| Lectures, concerts, and commencements of schools not connected with the public school system | 27 |
| War-camp community service song services | 14 |
| Patriotic meetings in the interest of Liberty bonds, W. S. S., food conservation, and meetings of United States officers | 19 |
| Central High School functions | 18 |
| Functions of public school activities other than those of the Central High School | 7 |
| Meetings of the Home Defense League and National Capital Volunteer Guard unit in the armory | 87 |
| Athletic meets not connected with the Central High School | 4 |
| Total | 176 |

In addition to these actual uses, a far larger number of requests were refused on one ground or another. I am strongly of the opinion that this building has come to occupy such a big place and to have such usefulness, that it ought to be considered as in a class of its own. Personally, I am inclined to believe that aside from community center activities, its use should be restricted very largely to meetings too large to be accommodated elsewhere, meetings of a patriotic, civic, and educational character. When such permits are issued full service should be rendered by the schools without charge. I believe that this school should have a large enough janitor force to establish definitely a night service as well as a day service. At present, of course, in many cases the expense of extra service is met by the organizations using the building. We have been seriously embarrassed, however, during the past year by the necessity for asking for pay for the janitor service when the meetings to be held were of a patriotic character. On the other hand, it did not seem right to ask a heavily worked janitor, and engineer force to remain on duty for many hours overtime, night after night, without recompense.

During the past year in view of the tremendous demands for the use of school buildings it has been necessary to develop a fairly defi-

nite policy as to the permits which shall be granted under the statutes permitting the use of school buildings for supplemental educational purposes, civic meetings, social centers, and centers of recreation. To simplify the matter the board of education has adopted during the past year, on the recommendation of the superintendent certain definite rules with regard to the limitation of permits and with regard to payment of janitor service, etc. Undoubtedly our experience in time will tend to modifications of the rules as now drawn, but undoubtedly they have helped to materially systematize building use, and the procedure for obtaining permits, and at the same time have lessened the volume of detail business handled by the board of education. The rules are as follows:

RULE REGULATING THE USE OF PUBLIC SCHOOL BUILDINGS.

The use of school buildings by outside organizations and adults shall be limited to meetings for supplemental educational purposes, civic meetings for the free discussion of public questions, social centers, centers of recreation, and playgrounds.

Organizations desiring permits for the use of buildings within the above restrictions shall submit their applications in writing, stating definitely the use to which the building is to be put, the character of the meetings, the dates and hours of use, and such other information as may be required by the superintendent of schools as a basis for intelligent consideration. Applications shall be filed with the superintendent at least one week in advance of the date of meeting.

Applications for the establishment of community centers shall be acted upon by the Board of Education on the recommendation of the general community secretary and the superintendent of schools. Supplemental applications for organizations which may be directly connected with the community centers, may be approved by the superintendent of schools on recommendation of the general community secretary. All other applications shall be acted upon by the superintendent of schools, who shall issue, in case of approval, formal permits for the use of buildings, and shall report such permits to the Board of Education at its next regular meeting: *Provided*, That in any cases involving a change of policy, or the establishment of a new policy the superintendent may refer the applications to the Board of Education: *And provided further*, That applications for meetings not connected with the schools for which a general admission fee is charged shall not be permitted, except by special action of the Board of Education on the positive recommendation of the superintendent. The permits thus issued are subject to revision and modification by the Board of Education.

Any permits issued may be revoked, modified, or qualified, at any time by the superintendent of schools, for cause, or in case private use conflicts with proper school use. Any revocations, or modifications, of permits shall be reported to the Board of Education at its next regular meeting.

The use of the Central High School building, and the use of larger school halls, shall be limited to organizations and activities requiring accommodation commensurate with the size of the meeting place.

Charges for services.—Organizations which are granted the use of buildings shall pay for the necessary janitor and engineer service required at a proportional rate for the time employed equal to one and one-half times the regular

day salary of the employee concerned, except that on Sundays and holidays double rate shall be charged: *Provided*, That no charge for evening service shall be less than one dollar: *Provided further*, That the amount of janitor and engineer service necessary shall be determined by the principal of the building after conference with his head janitor, subject to the approval of the superintendent of schools: *Provided further*, That in case organizations use buildings on nights when janitor service is paid from public funds, only sufficient charge shall be made to compensate for the extra labor, if any, involved: *Provided further*, That when two or more organizations use a building on the same night, charges shall be apportioned according to the labor involved: *And provided further*, That except with the consent of the superintendent of schools, the janitor and engineer service shall be performed by the employees on the regular staff of the school. Payment for janitor services, which may be required in advance, shall be made to the principal of the building, who shall pay the men performing the service, and who shall report the fact to the financial office.

In case valuable equipment is used under these permits the superintendent of schools, if he deems it necessary or advisable, may require a deposit to cover possible damage, or a reasonable charge to meet wear and tear.

The above regulations shall not apply to official departments of the Government, requesting the use of buildings. Such requests shall be made matters of special consideration in each case.

The Board of Education by its action on many individual cases has very clearly defined its general policy with regard to the payment of admission fees. It has only been in a few exceptional cases that permits have been granted for the use of a building where admission fees were charged, unless the entertainment had some direct connection with the school system, and with its regular or war service activities. This policy is undoubtedly sound and in my judgment is absolutely necessary if we are to avoid being literally swamped with demands for the use of school halls. Under this policy it has been necessary to refuse many requests for the use of school buildings by outside organizations for the purpose of raising money for various war activities. In some cases the organizations making the request have undoubtedly been responsible ones, in other cases it has been difficult to determine where responsibility rests. The adoption of the general rule, however, has prevented serious question arising from the school standpoint.

COMMUNITY CENTERS.

While the community-center movement is primarily a movement for community acquaintance, understanding, and civic cooperation, the pressure for war service during the past year may be said to have carried it for the time being very largely into the field of war service. The many matters arising in connection with the war, and the demands war makes upon the citizens of any community, have emphasized as nothing else could have done the necessity for community cooperation and understanding. The need for patriotic counsel, for

unified sentiment, and for cooperation for efficient action, largely did away with the questioning as to the use of school buildings for community purposes. It was recognized that in the school, and the school only, existed the real opportunity for getting together in a community way.

In addition to this community phase, there developed a demand for the use of the school plant so far as it could be made available for recreational purposes, especially for the benefit of the strangers in Washington, and for the benefit of the host of employees of the Government departments who have come to Washington by the thousands, and who are without real acquaintances among the permanent citizens. These young people need relaxation and recreation under proper conditions and surroundings, and they need contact with those who know the city and who have their permanent homes here. The schools form the natural common meeting place and have already been so used very largely. Under a regular appropriation which became available the first of the school year, it was possible to definitely organize the community-center work as a regular department of the school system. At its head was placed Miss Cecil B. Norton, who had been for years active in the development of community organizations within our schools. Before the year was over the need for development of recreational facilities for Government employees had become so recognized that an additional emergency appropriation was obtained which made it possible to develop the activities of the department very rapidly. As a result of the opportunity to properly organize and of the demand, there are now organized 16 public school community centers, 9 in the white schools, and 7 in the colored, each with its properly organized force. The average weekly attendance at these centers was 11,528. These centers not only conducted recreational community activities, recreation and war-service clubs, but in several centers educational groups were organized in subjects of value in war service.

In addition to the regular community centers, general recreational opportunities were open at the Central High School, under the control of the general community secretary and her assistants, and the facilities of that building are being made use of by thousands of Government employees. It was felt that this building is entirely too large for use as a local community center, especially with the Wilson Normal School and Park View School Centers near by. Consequently it was reserved for general community activities, just as it is reserved for city-wide rather than local meetings.

It has been the policy of the superintendent to bring more or less under the control of the community-center department all recreational activities of a community nature which seek a place in the

schools. Many applications have been received from private organizations and clubs for community use of school buildings for recreational purposes under independent permits. The superintendent is now insisting that these organizations take up the matter with the community center authorities so that there will develop a centralized control of such use under proper oversight.

The community-center movement, both as a general school movement and as an organization for war service has still many problems to work out, both for the present and the future, but undoubtedly it has made exceptional progress during the past year. I suggest a careful reading of the report submitted by the general community secretary.

SCHOOL GARDENS.

Both as a branch of war work and as a very practical phase of school work under any conditions, increased emphasis has been given to the school-garden work. During the summer of 1917 a considerable number of vacant-lot gardens were carried on with individual plots for several hundred children. A group of teachers was maintained during this period, whose pay was drawn from the school-garden appropriation. With the opening of the present school year it was found possible to assign special teachers to regular garden instruction, so that pupils were more or less trained in certain fundamental phases of garden work before actually developing their own gardens. The nature work carried on by these teachers in the sixth, seventh, and eighth grades centered around the garden and its problems, and was preparatory, of course, to the spring work. Although handicapped by a short appropriation and by the tremendous increase in prices for seeds and fertilizers, spring work was given at all the usual points, shortage of funds being made good through the efforts of teachers and pupils.

A special effort was made to encourage the home-garden movement. For the first time this matter was definitely organized through a teacher representative in every building. These representatives were called together for elementary instruction in soil preparation, garden planting, and garden planning. These teachers in turn instructed children of the grades above the fourth grade. As a result of the general effort for the development of the home garden, more than half of the children in the higher grades are cultivating such gardens, or are assisting their parents in the work. Mrs. Alburtis, who has so splendidly led this work, reported 18,257 home gardens for the entire school system.

In addition to an increase in the appropriation for school gardens, which is seriously needed, it seems to me that one other step is necessary at once for a proper organization of this work. At pres-

ent we assign some of our regular teachers to garden instruction during the regular school year, and then pay for instructors during the summer months from such of our special funds as we can make available. This plan is not satisfactory. It fails sometimes to give us sufficient instructors, or to make it possible for us to retain the same people who have done the preliminary training through the school year. A much better organization of the work would result from a provision of law which would permit us to appoint regular school-garden teachers, who should have their vacations during the winter months, and who should devote spring, summer, and fall to regular garden instruction. This would keep the trained teachers in full control of the work during the preliminary garden stage and harvesting period.

Garden work is of vital importance to the country at the present time. It represents a form of service in which a host of children may profitably engage. It has educational possibilities that should not be ignored, and it is undoubtedly a healthful occupation, making for the physical well being of those who engage in it. On all these accounts it should be given increased recognition in the school system.

THE PUBLIC-SCHOOL PUPIL GOES TO WORK.

One tremendous outstanding fact in the history of the schools for the last year is that of the remarkable participation of pupils in the work of the community. As large as was the number of pupils who engaged in regular work during the past year, the increased need for help in all fields is likely to make for the employment of an even larger number during the coming year. Necessarily there is going to be a reaction on the schools and on the pupils themselves which must be very carefully considered. The effects may be very far-reaching, both in the way of adjustment of school work and in the way of safeguarding the health and strength of school children. The shortage of labor has opened a wide range of occupation to children of school age, and at the same time has raised very materially the financial recompense which the pupil receives. Pupils are drawn into the work not alone because they desire the income, not alone because of a general desire to render a patriotic service, but also because the actual need exists in many homes for the financial help which the child can render.

Among the young children a demand has naturally arisen for funds for junior Red Cross work, for other war activities, and for the purchase of thrift and war savings stamps. As a result children have participated in home work to an unusual degree for which they have received pay, and also in neighborhood work and in business to a lesser extent. The following statement summarizes some of the

main minor activities which have led to the raising of money by young people.

Housework.—Including waxing, sweeping, cleaning, and staining floors; dishwashing; cooking; light laundry work; making beds; cleaning silver; sewing; mending; darning; etc.; caring for baby; caring for household pets, etc.

Chores about home.—Including garden work; chopping wood; whitewashing; painting; cleaning of cellars and woodsheds; cleaning furnaces; shoveling snow; storing coal; milking cows; cleaning and running automobiles.

Special savings.—Including renting one's own room; self-denial, and cutting expenditures for candy, movies, car fare, graduation dresses, new shoes, etc.

Work reaching outside the home.—Including delivery and sale of magazines; office work; sales work in stores; picking and selling fruit and berries; canning and preserving; caddying; switchboard operating; typewriting; addressing envelopes; serving bills; checking hats; renting umbrellas, etc.

A summary of statistics reported from the several white divisions shows more than 2,500 pupils of grades five to eight employed outside of school hours for regular pay. At least 95 per cent of these cases were boys. In the colored schools at least a thousand pupils should be listed in the same group. The main activities for these groups are the delivery and sale of newspapers; laborers in stores and market stands, messengers, and errand boys in business and Government departments; helpers in such trades as tinning, machine work, etc.; grocers' delivery boys, elevator boys, etc. An attempt to fully classify the many kinds of employment of children would produce a list of too great length. Many of these students are obtaining from \$40 to \$50 per month for their outside service.

Reporting on the effect of employment on the physical welfare and mental progress of these pupils the teachers agree that a reasonable amount of such work does little if any harm. A boy often becomes more practical, businesslike, and self-confident, and because of his experience character building along lines of thrift and self-help develop. Thrift stamps and Liberty bonds have been very largely purchased by boys and girls with money thus earned. Here and there are reported cases of positive harm when boys must rise too early for service in certain lines of delivery. Undoubtedly, also, some boys work too late at night as messengers, soda dispensers, and ushers. A perusal of reports from teachers does not give cause at this time for serious alarm as we consider the health of children and the progress that is being made in school by pupils who are at work.

Many teachers have spoken most highly of the benefit to the pupil of the minor activities first referred to. One teacher says: "The

thought for others and the self-denial, as well as the fact that the work was partially done in cooperation with neighbors, have broadened and deepened the character of our boys and girls and made them nobler and more self-reliant." Some of the factors of value from the educational standpoint mentioned by the teachers are noticeable in certain studies, and especially business arithmetic. Development of aggressiveness, alertness, and keenness of business methods, realization of the value of money, and of the fact that higher grade work means higher compensation; development of better habits of work, of appreciation of the value of time. Development of manual activities; socialization of education by linking more closely the home, school, and community interests; development of originality and initiative, and the development of physical being through physical effort.

Earning of money has been so closely related to serious purposes in its use that benefits are marked from the moral and ethical standpoint. Our teachers report the development of a healthy patriotism because the child identifies himself with his country and realizes his own opportunities and responsibilities; realization of the worth of honest labor and the value of service at home and abroad; sympathetic appreciation of the efforts and needs of others, a democratic attitude; development of an anxiety to be industrious despite small compensation; realization of the success which comes from the harmonious working together of individuals; strengthening of judgment and awakening of pride that comes from ownership.

The harmful effects mentioned in rare instances are the development of the begging habit, of a mania for money making, and of certain phases of dishonesty.

The serious danger to the schools and later to the community is that a very large number of these students who have entered into regular work will be drawn away from school entirely. There has been a noticeable increase in the grades of the withdrawal of children to go to work, and there is a general feeling among the teachers who teach the higher-grade students that if the war should continue another year the exodus of boys and girls would have an alarming increase. This exodus is already seriously noticeable in the high schools and is sure to extend down to the grades. Undoubtedly the school system should go to all proper limits considering the country's need to retain children in school as long as possible. The children who leave school at too early an age are going to suffer materially in the readjustment which will follow the war, and the country is going to suffer through the increase in the number of those only partially trained.

In the high schools, as in the grades, a very large number of children were engaged in outside work, partly in order to do their part in connection with the Red Cross and the War Savings move-

ments, and partly because of the need for their financial help in the home and because of the general opportunities for work and patriotic service.

In the Business High Schcol money for the special patriotic fields was raised in part by the sale of old material, by the home activities, but in larger measure through the regular outside employment of students of the school. To a very large degree students of this school had open to them, and made use of, opportunities for clerical, stenographic, and general office work, which brought them a steady income. In connection with the salesmanship work, which is more fully discussed in the report of the principal, several hundred students gave part time service in the department stores, receiving pay therefor, and at the same time gained practical experience in connection with their school courses of study. The demand on the students of the Business High School because of their particular training has been exceptional. No graduate need be without employment, nor any undergraduate who desries part time work.

In the Central High School it is estimated that 360 boys and 75 girls carried regular work outside of school hours. Some of this consisted of eight-hour shifts in Government departments.

In the Eastern High School approximately 75 boys and 20 girls had regular employment outside of school hours, which varied from two to five evenings per week. The main lines of employment were in drug stores, business houses as helpers, and general clerical positions. Five boys had positions in the navy yard on regular eight-hour shifts.

In the McKinley High School, in response to a call for information made on students in attendance on a particular day, 400 out of 700 indicated that they were working at regular employment. The greater number have been engaged in drafting, electrical work, automobile repairing, and clerical work, and others in messenger service. In this building the students were urged to give up minor employment and to engage so far as possible in work necessary to the prosecution of the war. Compensation has been so great as to call forth considerable comment. Offers of \$100 a month were not rare, and less than \$60 was seldom considered.

In the Western High School the number of students working is not reported, although the character of the work is reported as involving employment in stores and on farms.

The Armstrong High School suffered heavily from the withdrawal of students from school to go to work. It does not report specifically on the number of students in school and at work, although it reports the placing of 110 pupils in permanent positions through its employment bureau. About half of these had work in the Bureau of Engraving, the Government Printing Office, and other Government departments.

In the Dunbar High School about 150 students had regular employment outside of school hours. The main lines of activity were Government service for which qualified, and service as janitors, messengers, waiters, office boys, clerks, chauffeurs, shop boys, nurses, and domestics. In addition to the regular employment mentioned many students were employed for short terms, especially around the holiday season, when opportunity was afforded selected boys from both the white and colored schools to serve in the city post office during the rush season.

In the prevocational and vocational schools, also, there are reports of a relatively large number of students doing outside work along the lines for which they are specially qualified. At all points it is very evident that where the school has given practical training, even if that training is far from complete, the student has had opportunity to make use of it in active service.

The effect of outside work on students in school varies considerably. The principal of the Central High School says:

The effect on the health and school work of these pupils has been as varied as the work itself. The school has attempted to adjust programs, the hours of arrivals and dismissals, and the courses of study of these pupils to their needs with some degree of success. In most cases, however, where the work was continued its effect on the energy of the pupil and on his scholarship could be noted. I am convinced that there is in these cases a necessity for the closest observation on the part of the school and a vigorous insistence on modified or part-time programs where work is to be carried on.

The general prevalence of work—more especially during the summer time—has resulted in most of our pupils having more money for school lunches and the various school activities than they had a year ago. I predict that the situation from that standpoint will be even more marked after the present summer. The effect of this on habits of thrift and on the general question of the relative value of money at a time when young people can earn such relatively high salaries, brings other problems to which the school can not be indifferent.

The reports of the teachers of the Eastern High School are to the effect that outside service seriously influences the scholarship standing of students, and that great care should be exercised on the part of the parents to see that children do not undertake more work than can be satisfactorily performed. In this building the scholarship standing of 70 of the 90 pupils employed suffered by reason of their extra service. The pupils were too worn out physically to do efficient work in the classroom or to do satisfactory home work. The principal of the Western High School reported that the regular curriculum suffered at times because of outside work, but that the general effect as a patriotic stimulus was undoubtedly good.

The principal of the Dunbar High School reported that in the great majority of cases pupils who engaged in outside work were in good health and doing well in their work. There is no question, however, but that on the whole many students have been overworking,

and that to some degree at least both health and school work has suffered. The whole problem is undoubtedly a serious one, and is certain to be more difficult in the year to come. It is important to keep all of these students in school if they can properly be kept. If they must work outside, or ought to work because of the vital need for their services, then different adjustments of school curriculum and hours are necessary to lessen the strain and yet enable them to continue their education, and should be cheerfully made. I am of the opinion that this matter will require steady attention from the opening day of school.

The figures of the child-labor office are significant as showing the great increase in the number of young children taking up work. While there was a falling off in the issuing of street-trade badges, the number of working permits issued was more than three times the number issued during the preceding year, the majority being for the Government service as messengers. The examinations by the medical inspectors have increased 450 per cent.

The experience of the clerk in the child-labor office with regard to the issuing of permits to young children has caused her to emphasize again, as others have emphasized, the advisability of modifications of the child-labor law, both with regard to the street trades involving very young children and with regard to the children between the ages of 14 and 16 years. I believe that the whole matter of the restrictions as to child labor under our present laws should be given very careful study, with a view to the proper protection of the children themselves. Of course, under war-time conditions, as already stated, the pressure is exceptionally heavy and the danger to the child is markedly increased.

We have continued during the past year the card record of the students who have withdrawn from school in order to accept outside employment. On account of the tremendous pressure on the teachers and on account of constant changes in teaching force, undoubtedly this record is by no means complete. The cards on file, however, show the number of withdrawals as follows:

| | Boys. | Girls. |
|---------------------------------------|-------|--------|
| White graded schools..... | | |
| Colored graded schools..... | 916 | 53 |
| Total..... | 109 | 81 |
| | 1,025 | 134 |
| White high schools..... | | |
| Colored high schools..... | 473 | 581 |
| Total..... | 122 | 138 |
| | 595 | 719 |
| White normal school..... | | |
| Colored normal school..... | | 10 |
| Total..... | | 26 |
| Total high and normal schools, 1,350. | | 30 |

This shows a grand total of 2,509 withdrawals to accept Government positions during the school year as compared with 456 last year.

There is not space in this report to analyze the occupations which these young people have entered. It is sufficient to say that the openings have been far more varied than in previous years, although the majority of pupils involved are those serving as messengers or as office clerks. In all lines the rates of pay received have shown marked increase over the rates of previous years.

CHILD-LABOR OFFICE.

I have given some little time this year to the consideration of problems relating to the child-labor office. This office has been under pressure, owing to the unusual labor situation as outlined elsewhere, and the need for reorganization and readjustment is clearly evident. I have already taken up with the child-labor clerk the matter of simplifications of the forms used and of the filing system. In addition I am planning to locate the office at the Franklin School, so as to reduce the confusion and annoyance to the public caused by the necessity of calling at several points. In addition, as this office directly attends to the problems of the child welfare and the clerk in charge is the personal representative of the superintendent, it seems advisable to have the work directly under his oversight. I have also arranged with the health office for a simplification of the procedure in obtaining birth records and in the making of physical examinations. As soon as additional clerical force is available, I shall give further clerical help to the office and thus relieve the attendance officers from the necessity of assisting in this work.

I am inclined to believe that the efficiency of the child-labor law could be improved by the addition of one or two field inspectors attached to the force by the adjustments in the law with relation to children from 14 to 16 years of age, who are at present not required to attend school or to work. Definite recommendations will follow the reorganization of the office now going on and the study of the situation I have begun to make.

HEALTH OF CHILDREN.

MEDICAL INSPECTION AND CHILD WELFARE.

There has been growing throughout the country during recent years a serious appreciation of the need for the very extensive development of the medical inspection and child-welfare work of the public schools. The situation disclosed by the medical examination of young men called into the military service has been such as to give added emphasis to the movement for the extension of health work in the schools. It is realized as never before that health is not only vital

to the individual if he is to be happy in life and is to make the most of himself, but it is a tremendous national asset, in many ways the most essential asset of the country. The real constructive work to raise the level of our health capital must be done in childhood and early youth. It ought to be done in no small measure in connection with the regular work of the public schools. Dr. Thomas Wood, chairman of the committee on health problems of the national council of education, states that—

At least 1 per cent of children in the United States are mentally defective; over 1 per cent have heart disease; at least 5 per cent have now or have had tuberculosis; 5 per cent have defective hearing, which, unrecognized, gives many the undeserved reputation of being mentally defective; 25 per cent have defective eyes—but a large per cent of these defects can be corrected, although at present the majority receive no attention; 15 to 25 per cent are suffering from malnutrition; 15 to 25 per cent have adenoids, diseased tonsils, etc.; 10 to 20 per cent have weak foot arches, weak spines, or other joint defects; 50 to 75 per cent of our school children have defective teeth, and all defective teeth are more or less injurious to health; 75 per cent have physical defects which are potentially or actually detrimental to health. Most of these defects are remediable.

The above is a statement as to the facts throughout the country. The report of our chief medical inspector, included in the general report of the board of education, shows that even by the partial inspection made possible by our small force the condition of many of the children in Washington is such as to require general remedial treatment. In an extensive physical examination of 1,247 pupils whose parents consented to the work, 2,179 physical defects were found. At the close of school last year teachers were asked to report all pupils believed to be suffering from physical defects. This of course covered the cases really noticeable to the teacher. So far as possible, these students were followed up by the medical force this year. Of the number examined 3,318 were found to have 4,927 defects. Of the 4,036 applicants for working permits examined by the medical inspectors the physical findings have shown only 1,079, or 26.7 per cent, without physical defects. The report of the dental inspectors shows of 9,767 children 7,720 who had cavities. These are sufficient to show the need for definite, careful work. So far as possible, the school medical inspectors and the school nurses are following up the cases coming directly under their notice, and have striven in every way possible to have corrections made. The same force of school nurses paid 10,440 visits to schools and homes, and took 2,184 clinics, completing 2,435 cases so far as their work was concerned, defects being cured in 1,289 cases, treatment instituted in 1,076, and cooperation refused in only 70. I recommend a careful study of the report of the chief medical inspector because it shows what it is possible to accomplish where intensive work is done, and indirectly it

shows how much more of a force is needed in order that the work of this type alone may be extended throughout the school system.

Health examination and supervision of pupils' health involves many phases. Originally it included mainly daily inspection and regulation of attendance with reference to the supervision and control of contagious diseases. Now it is realized that proper health work goes far beyond this point. The results of medical examinations of pupils, where parents have consented, show clearly how many defects are unknown, even to the parents themselves. Proper service on the part of the school system, looking to proper development of the child, ought to involve health and dental inspection at least once a year. This should be followed up by notification and advice to the homes. Supplementing this should come follow-up service by school and district nurses, with the cooperation of the home, and of available organizations, such as the school dental clinics and the charitable organizations, which have been ready to help in cases of need. It involves, further, the meeting of the problem of proper nutrition through provision for special lunches for children in an anemic condition, who are grouped for special instruction, for tubercular children, and provision for warm school lunches for the mass of children who can not return to their homes at noon. For the proper carrying out of this work it is necessary, in my judgment, that the medical staff should have full authority, under the law if necessary, to conduct examinations of pupils. The best good of the community and of the Nation, it seems to me, requires systematic and periodic examination of children.

The proper health development of the children as a groundwork for their educational development and future usefulness depends also on other definite factors. Schoolhouses must be healthful and sanitary in design and in equipment. In fact, they should be so markedly healthful and sanitary as to exert a right influence on the sanitation of the homes of the community.

We can not stop, however, with discovery and correction of physical defects and with good school surroundings. There must in addition be effective health training, involving the teaching of health habits to the pupils, with emphasis upon both the social and the personal, individual aspects of hygiene. There must also be full provision for a carefully developed system of physical education, beginning with the child when he first comes under the school control, and ending only when he leaves the system at the top, with well-established habits and in full physical trim. This means well-equipped playgrounds and athletic fields, and gymnasiums, and outdoor facilities of various kinds. It means also, and very definitely, the development of a scheme of training which shall benefit the individual to the utmost extent.

Still further factors must be considered in the health treatment of the child. Endless questions continually arise as to the effect on the child of certain methods and materials of instruction, of certain types of examinations and tests, and of the factors of proper length of the school day, recesses, home study, and other matters associated in the lay mind only with the purely educational side.

Even this does not limit the work of a proper force of medical assistants. That force should include experts in child psychology and others who are capable of working with the groups or individuals who are mentally defective and whose improvement depends both on the type of educational assignment and physical condition.

In other words, a proper health service within the public schools involves both medical service very much enlarged and supplemented with corrective organizations, and a strictly physical training service developed not only to reach certain individuals but all individuals. This means that if the child-welfare work is to be properly developed in the public schools, the medical and physical training services must be closely incorporated, and the administrative head must be in constant contact with the force of these departments. It is impossible under different direction and control to secure the highest degree of efficiency.

Unified direction and control is necessary, also, from two other standpoints. In the first place the medical work as it is and as it develops is carried on in close contact and cooperation with the regular teaching force. The greatest efficiency will naturally be secured if both forces are under the same general control. In the same way the public believes that in dealing with the public schools with regard to the child in school, it should deal with the public school in all factors relating to its life therein. Divided authority leads to constant misunderstanding and delay, and embarrassment both to the school authorities and to the community at large. I repeat that it is vitally necessary to the best school administration that the board of education, the superintendent of schools, and the higher administrative officers should be in absolute touch with and in controlling authority over the medical work of the schools. It should not be necessary to work indirectly through another organization, nor should it be impossible for a superintendent to call into close consultation at any time the medical officers directly engaged in school work, or to direct them to make certain studies or reports which have a bearing on it, or to undertake certain work having a bearing on general school efficiency and health. At the present time the board and the superintendent have no authority over this vital factor of the system, even though the medical and dental inspectors and the school nurses are employed by the board and regularly appointed by it on nomination of the superintendent. Under a clause

inserted in the law two years ago, control was placed in the hands of the health department. I believe this was a serious educational mistake, although I recognize, of course, that any school medical organization must and should cooperate to the extent of its power with the general municipal health officer.

I believe it is safe to say that the educational authorities the country over are practically unanimous in the belief that the medical and child-welfare service of the public schools must be under school control for the greatest efficiency. In *School Health Administration*, written by Dr. Rapeer, appears a study of data secured by Dr. Leonard P. Ayres in the fall of 1910, with reference to medical inspection by the Board of Health or by the Board of Education. I quote as follows [the underscoring is mine]:

"In 443 cities reporting on this item, 336 had the work administered by boards of education, and 106 by boards of health. Formerly this work was done by boards of health, but by State law and municipal agitation the work is being transferred to boards of education and given a larger educational purpose. Not only inspection for contagious diseases, but careful examinations once a year, follow-up work, treatment, supervision, and cure are being developed."

Although in the States, the State boards of health have general direction of the work, in 29 States 12 of such boards have already placed direct responsibility for this work on the school authorities. The education act of 1907 of Great Britain providing for medical inspection, places full responsibility upon boards of education which have full power to organize their own medical service. In an article written by the chief medical inspector of schools, Toronto, Canada, appears this statement:

RELATION OF MEDICAL INSPECTION TO THE BOARD OF HEALTH.

The administration of the system in Toronto is in the hands of the school board. Where medical inspection of schools is under the school board, every attention is paid to the school curricula with the desire to avoid as much as possible interference with the regular school work.

Medical inspectors and nurses, too, as employees of the board realize the importance of this and cooperate with teachers without any difficulty. If difficulty does arise there is one authority, namely, that of the school board, to deal with the matter. Hearty cooperation of the teacher, the school nurse, and the school medical inspector is obtained with but little difficulty when one authority controls all.

Dr. Lawrence A. Averill, editor of the *American Journal of School Hygiene*, who has made many studies of the health work in the schools, states certain conclusions of his in an article published in the February, 1917, number, from which I quote as follows:

On the side of unity the city department of school hygiene would be naturally affiliated with the board of education, and only indirectly with the board of health. Such an arrangement relieves the board of health largely of any concern in the welfare of the school and places entire responsibility upon the educational authorities, where it appears to belong. Dr. Terman points out

that the board of health is likely to place too much emphasis upon the mere prevention of disease, while insidious defectiveness may be quite overlooked, and that cooperation between the board and the educational department is not easily maintained.

While expressing again the belief that the school medical service should cooperate in every possible way with the general health office of the community, I firmly believe that a backward step was taken when the general health work was removed from the control of the school authorities, and I earnestly urge that control be restored at the earliest possible moment, and that efforts be made at once to extend the activities of the department. While feeling constantly the lack of touch with the medical work because of the present arrangement, I nevertheless am highly appreciative of the work accomplished by the medical force in the face of its small numbers and the many demands upon it. There is no question whatever, in my judgment, but that the number of medical and dental inspectors and school nurses should be increased, and that as soon as possible dental clinics should be established in sufficient number to meet the general need for work of this character. I believe also that the pay of medical inspectors should be increased or that less work should be required of part-time men, and that the force should be supplemented with some full-time inspectors. In any case the medical inspection force deserves more renumeration than it now receives.

Not only do I believe that a good foundation has been laid for the full development of the medical work of the public schools, requiring now principally the proper force for its development, but I believe also that our physical training work, in the grades especially, has been well organized, and although shorthanded in force and possibly in time it is working steadily to the upbuilding of the individual child. I commented previously on the posture work and on the work for the attainment of certain standards and on the emphasis on standard rather than on competition. During the past year the physical training course of study for the grades has been again reconstructed and will be issued for use in September. It will show by comparison that we are well in line with the best procedure of the country.

I believe that much needs to be done in the proper organization of the physical training work in the high schools. Among the boys especially I am inclined to believe that more weight, relatively, is given to the development of the boy of exceptional ability, with a view to team work of various kinds, than to the individual development of each student to his highest capacity. Undoubtedly the athletic spirit which finds its outlet in the form of high-class competitive teams leads the thought away more or less from proper consideration of the individual. If the competitive feature, which has certain merits we all recognize could be developed so as to bring

into play a very large proportion of the school population, the results in the way of physical stamina would be infinitely better. Even then there should be developed a systematic plan of examination, treatment, and exercises for all high-school students, which would serve to develop individual capacity. This plan would require careful formulation and proper interlocking with medical examinations and physical training in the grades. For this work, of course, additional physical training force will be required. Undoubtedly, however, the expense of it should hardly be considered in the light of the good which could be accomplished.

CLASSES FOR TUBERCULAR CHILDREN.

During the past year a class for tubercular white children was organized at the Hamilton School and one for the colored children at the Harrison School. The enrollment during the last three months was 13 at the Hamilton and 29 at the Harrison. The attendance at these schools has very nearly equaled the enrollment and has been increasing since the opening of the classes. The school nurses did effective work in following up tubercular pupils, who were not enrolled, in order to place them in these classes. They did good service in persuading parents to permit their children to attend. The provision for transportation made possible far more regular attendance than could have been secured had there been no public fund for the purpose. This was especially true in the case of pupils attending the Hamilton School, which is situated on the eastern edge of the District, far removed from the settled sections. The long distance to be traveled, the danger from crowded street cars, and the difficult transfers, the opposition to sending children a long distance to a school of this type, added to the difficulties of securing proper attendance.

The tuberculous classes were conducted as open-air classes primarily. Hot nourishment was given morning and noon. There was an afternoon rest period and weekly recording of weight, temperature, and pulse. The testimony of both teachers and the medical inspector in charge show that pupils received marked benefit from their attendance and that the schools do a genuine amount of good.

It is probable that before long other provision must be made for these classes. The Hamilton, as stated, is a far distance from the pupils it serves. The Harrison School is a large building which may be needed at any time for general school use. I hope that it may be possible to provide for these pupils at well-located points in portable buildings properly designed with open-air features, etc., for children of this type. I think that steps should be taken to this end without delay. In fact I am inclined to believe that a number of the portable buildings to be erected should be so designed as to be

available for open-air classes for children who, if not necessarily tubercular, need the open-air treatment. I am desirous of an extension of the open-air plan.

TEACHING OF THRIFT.

In my last annual report I stated as one of the principles which should govern certainly during the war time, and in this case at all times, the necessity for emphasis on instruction in thrift and in the avoidance of waste. I stated that in part this might be brought about effectively through the proper emphasis of certain phases of our work now organized and in part through special instruction. Our domestic science and art classes, our school gardening, our use of materials in the shops, our school banks, certain sections of our work in arithmetic, may all be used for definite training in this important line. This year of war has placed the stamp of patriotism on thrift, and has thus given us an opportunity to begin effective work under the best motives. As already stated, the Red Cross work and the war savings campaign have both served to place before the pupils patriotic opportunities for the meeting of which cultivation of thrift was necessary. They have tended also to establish habits of thrift and to make clear the value of saving. They have led many pupils to work, and work systematically to save, with a plan and a purpose, and a splendid foundation has thus been made for the establishment of a permanent habit of thrift. As a further step toward organizing this work, I shall recommend before the opening of the new school year the placing in the proper grade of some very simple instruction in the keeping of personal accounts. I believe that this work can be introduced very effectively as practical arithmetic. In addition I shall recommend certain supplemental reading material dealing with the same subject. With the cooperation of all teachers in the effort to establish a spirit of thrift, and with certain supplemental aids, such as those mentioned above, I believe we shall have taken definite steps to systematize all these important matters.

MANUAL TRAINING, PREVOCATIONAL, AND TRADE INSTRUCTION.

In my annual report for 1917, on pages 25 to 31, I outlined in detail a plan for manual-training development and for prevocational and trade instruction in the public schools. I have given further careful consideration to the plan there proposed and I am still of the opinion that it outlines a practical proposition and that we ought to begin to develop work along the line suggested as rapidly as possible. During the past year several factors have prevented any material advance along the lines laid down. In the first place, the high cost of materials has had the effect of markedly reducing our opportunity

to equip for extension work. In the second place, the shortage of salaries has prevented such additions to the teaching force as are necessary to develop the work properly. In the third place, the salaries which we are able to offer are not such as to attract capable people for the work.

During the past year it has been impossible to keep intact even our present small force of manual-training instructors. The basic salaries of \$650 and \$800 are too small to hold and attract male teachers capable of giving instruction in manual training. It has been impossible to keep our regular force up to the full numbers, without attempting to extend the work. The basic salary of \$950 allowed for trade instructors is far less than a capable trade instructor in any of the main trades can make outside. Consequently we have lost certain instructors and have been able to hold the others only because through love of teaching they have been willing to sacrifice materially their financial interests. It is a question in the face of the present high cost of living how long they can continue such sacrifice. In the present state of trades, with the opportunities for work and financial advancement, it is absolutely impossible to begin really constructive development along the trade lines until salaries are obtained sufficiently large to enable us to offer a man the fair equivalent of the income he can earn outside. I feel it is absolutely necessary that we should have as a basis for trade instruction a fair basic salary, probably in the neighborhood of \$1,200, with longevity increase and placement allowances for experience. I believe that we should ask for salary adjustments along this line in the coming estimates, and that we should urge them as a vital necessity for the school system, if it is to do its part in training young people to meet the industrial needs which now exist and which will exist for years to come. Our present salaries for teachers of manual training and trades are not only far below living salaries, and below what the trades we are considering will pay to the men who engage in their regular work, but they are markedly below the salaries already being paid for similar work in many other cities. In the cities where manual training and trade instruction has been developed to any considerable extent it has already been necessary to provide salaries in many cases above the salaries paid teachers in the grades and other special departments. The following salary items selected from the schedules of a number of cities illustrates this point:

MANUAL TRAINING AND SHOP SALARIES.

- Bridgeport: Shop instructors, \$1,100 minimum; maximum specially fixed.
- Cleveland: Grade manual training, \$650 to \$1,600.
- Detroit: Woodwork instructors, \$1,100 to \$1,700.
- Jersey City: Manual training, \$1,200 to \$2,100.
- Kansas City: Shop instructors, \$950 to \$1,450.

Milwaukee: Trade school—Class A, \$1,800 to \$2,160; class B, \$1,500 to \$1,800; class C, \$900 to \$1,500.

Newark: Vocational, \$1,100 to \$2,000.

New Haven: Shop instructors, maximum, \$1,450.

Philadelphia: Trade schools—Class 1, \$1,700 to \$2,100; class 2, \$1,200 to \$1,600; class 3, \$800 to \$1,100.

Seattle: Shop instructors, \$1,500 to \$1,740.

Spokane: Manual training, \$1,100 to \$1,350.

Worcester: Manual training (upper grades), \$1,200 to \$1,600 up.

In this same connection provision should be made for the placement of principals of manual training and trade schools, at other than the basic salary where such a course is necessary to secure the right people. At the present time the salary allowed these principals is that of a regular high-school teacher, \$1,000 with increase of \$100 per year for eight years. Unfortunately, however, it has been ruled that these principals at the time of appointment must accept the basic salary of \$1,000, even if that salary is less than the salary they may be receiving in some other position in the school service. This has prevented, thus far, the proper recognition of several people in the service who might develop very real capacity as heads of schools of this type.

The war has already made evident to the young people themselves opportunities which knowledge of the manual trades offer in the way of outside opportunity and employment. Many students have been drawn from school work to outside employment before completing their courses, and among students who are left increased interest in their work has been noted. In the official bulletin School Life, issued by the United States Bureau of Education, there is an article dealing with the Government policies involving the schools in war time. From this article I quote as follows:

INDUSTRIAL ARTS.

General statement.—The present needs of the Army and Navy for trained mechanics, and the needs of the industries behind the Army and Navy, make it imperative that high schools help in the special training of young men who are approaching military age. The War Department has sent out an urgent call for men trained in a number of mechanical trades and occupations, which, for convenience, may be grouped as follows:

| Group. | Foundation work. | Trade specialization. |
|----------------------|---|--|
| A. Automobile..... | Bench work and study of gas-engine machinery. | Gas-engine repair men, automobile mechanics, tractor operators, motorcycle repair men. |
| B. Machine work..... | Bench and machine work..... | Machinists. |
| C. Metal work..... | Elementary sheet and metal work..... | Sheet metal workers, pipe fitters, plumbers. |
| D. Forging..... | Elementary forging..... | Blacksmiths, wheelwrights, horseshoers, gas welders. |
| E. Electrical..... | Electric wiring..... | Electricians, telephone repair men, radio operators. |
| F. Building..... | General woodworking..... | Carpenters, bench woodworkers, cabinetmakers, cement and concrete workers. |
| G. Drafting..... | Elementary mechanical and free-hand drawing. | Machine draftsmen, architectural draftsmen. |

Present situation.—In this war emergency the schools are asked to give special attention to the training of automobile mechanics, since a very large proportion of the mechanical help now needed in the field is in this line.

Recommendations.—(1) The high schools of the country should undertake this work immediately. The type of training which fits the boy to be of most value in war emergency work furnishes him with an excellent foundation for work in industry after the war.

(2) Boards of education should make such additions to the curricula of the schools as will enable them to offer training preparatory to some of the occupations listed above. Boys who are not taking college preparatory courses may well substitute shopwork for some of the academic subjects.

(3) Wherever practicable, cooperative shopwork (part-time division between schooling and employment) should be introduced under the direct supervision of the public-school authorities.

(4) Immediate consideration should be given to lengthening the daily, weekly, and annual school sessions.

(5) Wherever practicable a number of elective two-year vocational courses should be offered, with the following division of time: Fifteen hours (60 minutes each) per week in shopwork; 15 hours (60 minutes each) per week in related subjects, which may include English, mathematics, free-hand drawing, science, industrial history, citizenship, physical training.

(6) For the war-training work in the general high school the minimum amount of time should be 10 hours (60 minutes each) per week, for a period of three years. This work should include (a) Shopwork; (b) drawing; (c) related sciences.

(7) Those schools which have no equipment for teaching vocational subjects, but which do have available space, should use this space for shop purposes. In other cases rooms outside the school building should be rented, or a temporary building should be erected for such purposes.

(8) From 4 to 10 periods (40 to 45 minutes each) per week in the seventh and eighth grades should be devoted to handwork, with the emphasis upon practical shopwork in wood and metal preparatory to the work suggested for the high school.

Except possibly in the matter of a sufficient teaching force, our public-school system is fairly well qualified to help materially along the lines outlined above. The McKinley and Armstrong Manual Training Schools have considerable shop equipment for metal work. It is hoped that the Central High School will also have equipment at an early date. The same schools, together with the Smallwood and Cardoza Schools, are equipped to a considerable extent for wood-working instruction. We already have our woodworking well organized in the grades. We are giving, or are preparing to give, instruction in forging. We are already giving systematic courses in machine work, and we are developing, especially in the colored schools, courses in automobile repair work, which have a special value at this time. In my judgment these facilities for industrial instruction should be used, in the period immediately to follow, for regular shop instruction, not alone for students who are members of the schools in which the equipment is situated, but for any other students of proper age coming from other schools, or from the out-

side, who can be accommodated. This means, in my judgment, the running of these plants from early morning until late at night. Such use is possible by the double assignment to the shops of day teachers, one group beginning early in the morning and the other group coming on later and working through the late afternoon.

At the present time I am strongly of the opinion that there is exceptional opportunity for the real development of our trade instruction in printing. We now have effective equipment at three high schools and minor equipment at two prevocational schools. There is a constant and growing demand for instruction and steady opportunity for all those who qualify. The demand exists not only for instruction among regular high-school students, either as a minor or major subject, but for afternoon classes of apprentices, and for evening classes. Within a short time, also, students will be coming up from the prevocational schools who have had preliminary training, and who desire advanced trade instruction. This work seems to have been so well started that it is very advisable to continue it with all the backing possible. This is especially true of the work being done by Mr. Lawrence at the Central High School. I believe now that his work has reached the point where he can be asked to definitely formulate a detailed course for trade instruction which will enable us to put this work on a very firm basis.

Here again we have an illustration of the definite need for proper salaries for trade instruction. We have had growing difficulty in securing any instructors who are at all well qualified. If we compare the standard outside rate of \$6 per day with our basic salary of \$950 per year one reason for the difficulty is clearly evident. In other words, we have the opportunity in the way of demand and opening for employment, and in the way of a fair beginning equipment for building up an effective unit of trade instruction, but we are going to be handicapped primarily through our inability to pay a proper salary to those who are to do the instructing.

The Smallwood Prevocational School has continued to justify itself as an exceptionally effective unit for work of this type, and as a general model for the other schools which we hope to develop. In the colored-school group, as outlined in Mr. Bruce's report, it became necessary owing to war conditions to make a modification of the work at the Cardozo School, which serves, however, to bring that school into the general plan outlined in my last report. The trade students in the Cardozo withdrew from their classes largely during the early part of the year, owing to the war opportunities. The superintendent then agreed to the adjustment of the school to prevocational training. The school then became the center for prevocational classes of boys drawn from the neighboring grade schools. This modification of work gave new life to the school and probably placed it definitely in

the prevocational group. This is especially true if, as now seems advisable, the Armstrong Manual Training School is developed both as a technical high school and as a higher trade school. The Armstrong has been in need of definite reorganization and reconstruction for some time past. It has suffered in its membership, also, from its nearness to the splendid new Dunbar High School. In my judgment its chance for a new lease of life depends not alone upon the bringing to a high degree of efficiency of the regular shop courses and of the courses in domestic science and art, but also in the development of regular trade instruction in industrial lines. It seems to me that the school may be properly developed as a final center of instruction for students who begin prevocational work in any of the special schools, as well as for students who, upon entering classes in the regular high school, find themselves attracted by trade opportunities.

NIGHT SCHOOLS.

Special mention should undoubtedly be made in this report of work in the night schools for the year just closed. We may have no hesitation in saying that the night schools came into their own in a broad sense, proving their value and their possibilities in the way of adjustments to special needs at a very critical time in the history of the city and the Nation. The policy of the superintendent in the face of war conditions was to use the school plant at night so far as possible to meet any special educational need which was in its power. Through notices in the public press, through information given out to the schools, through associations, civic, and otherwise, through letters written to the chiefs of the various bureaus of the Government departments, through circulars, and through the placing of posters at prominent points throughout the city, the community was made to feel that the school system stood ready to help in every possible way. The usual classes were opened for grade instruction, and for the various business, industrial, and shop lines in the high schools, and other classes were opened as the need arose. This school system responded immediately to the call of the Government for the establishment of classes for radio instruction, and such classes were organized promptly for the men in the Army service, in both the white and colored schools, and shop courses, and courses in drawing were thrown wide open, and educational classes in electricity were established. Special classes for instruction in French were organized to a far greater extent than ever before, and other minor needs were met in so far as the facilities of the schools permitted.

Ordinarily, our night school session begins in October and ends except for a few foreign classes in April. During this past year the enrollment was heavy at the start and continued so heavy and with

such a constant stream of new entries as to make advisable the continuing of many classes until the 30th of June. Although not properly a matter for this report, it should perhaps be stated that the pressure continued beyond the 30th of June and has resulted in the opening for the first time in our history of a summer night school with a large enrollment, the main portion of which is centered in the Business High School, and in the Armstrong Night School. The night school enrollment approached a total of not far from 10,000 students. Many attended for the entire session, and others attended until they had obtained the specific instruction for which they entered. To an unusual degree the students came because they earnestly desired certain definite instruction. So strong was the demand and so definitely effective was the work done, that Congress granted a supplemental appropriation of \$25,000 in addition to the regular appropriation of \$30,000, thus making possible the extension of itme.

The Business Night School had a record for the year which deserves especial notice. Its enrollment the first night of school was about 1,200, and this enrollment continued to increase until it reached a sum total of 5,062 pupils, who received instruction of some form for all, or part of the year. The extraordinary demand of the United States Government for clerks far exceeded the immediate supply, and as a result a large number of partially trained people were drawn from every section of the country and brought here for work. Many of these young people were in the city less than a week before coming to the school. A host of them were sent to the school or directed to it by their chiefs in the Government service. Many of them claimed to have been promoted in the positions they were holding solely because of the help they received in this school. Undoubtedly a very real contribution to the needs of the National Government was given by this school system in the way of such specialized instruction. The particular departments of this school for which there existed a special demand, were the French department, including especially the classes in conversational French; the department of filing, in which, between early December, when the classes were opened, and June 30, more than 400 pupils were enrolled. The course consisted of 16 lessons. New classes were opened after the first classes. Of the 400 students, more than 270 completed the course satisfactorily and received certificates of accomplishment. One Government official stated that he had in his office 130 file clerks, 15 of whom had taken a course at the Business Night School, and that these 15 were his very best clerks. Of all the departments, shorthand and typewriting represented the largest. Twenty classes were conducted in each subject. Shorthand classes were created for dictation, for beginners, and for those who had partial knowledge. The dictation classes were separated according to the various speeds, so that

students of fairly equal capacity were kept together, and more rapid progress was made. It may be interesting to add that this school has continued its work through the summer session and already has over 1,600 pupils enrolled.

Through a provision passed by Congress in connection with its supplemental appropriation for night schools, the right of attendance at all our night schools has been extended to members of the military and naval services, whether stationed within the District of Columbia or not. The school system stands ready, therefore, to co-operate in every possible way in such general instruction as may be asked of it.

Ordinarily the night schools have been opened only three nights in the week. During the present session it has seemed very necessary to open many classes five nights a week. In other words, we have approached the full-time night use of certain of our school plants, which are especially fitted for such work.

The teaching force of the night schools has given splendid service at unusually low recompense. Many a teacher who could hardly afford to serve at the rate of pay allowed, has continued to teach because of his feeling that he was rendering a very genuine service in time of need. The present rate of pay of \$2 per night, should undoubtedly be increased to a fairly reasonable amount. I feel that it should be placed at least at \$3 per night. If the demand for this service continues, as I believe it will, I fear it will be difficult to keep up a proper teaching force unless the added rate is allowed.

VACATION SCHOOLS.

During the summer of 1917 the vacation schools and playgrounds organized on a somewhat larger scale than heretofore, and for the first time began to take on the form of a definite unit of the school system. Summer high schools were organized at the McKinley and at the Dunbar, and enrolled over 1,200 students, a considerable proportion of which continued throughout the six weeks of intensive work. In general the purpose of the summer high school work was to give intensive instruction in not more than two subjects with the object of covering the equivalent of one semester's work in the subjects taken. At the McKinley High School alone, nearly 500 pupils made up one or more studies under this plan because of the close application given to the work. It is undoubtedly clear that the summer high school has come to stay, that it offers a desired opportunity to students to make up work and to take advanced work, thus shortening the time required in the regular high school course for graduation. As a result of the experience of last year, certain definite restrictions have been drawn up for the coming summer, looking to the more careful assignment of students to work, and to the entry of only such

students as seem qualified to do the work they undertake. It is hoped to so establish the grade of scholarship in these schools as to leave no question concerning the granting of full credit in the regular course.

In addition 24 grade coaching classes were conducted, and in these 865 students completed work. At practically every point more students applied for entrance than could be accommodated. In one case where a single class of 25 was organized, there were 300 applicants. In addition to the educational centers for general instruction and coaching work, there were organized also during July and August, instruction classes in domestic science dealing more especially with the processes of canning and preserving vegetables and fruits. The purpose was to supplement the garden movement then in full force. In all 73 teachers were used for instruction purposes. In addition the usual number of school playgrounds were open for supervised play, and for the usual types of industrial work, more or less educational in character. In large measure these playgrounds were placed at the centers established for the educational work. It is hoped, of course, that in time fully organized grade summer schools for work and play will be developed at strategic points throughout the city, in accordance with the plan outlined in my last report. The demand exists and the only cause for any delay is the lack of sufficient funds. During the summer of 1917 the expense of the summer service amounted to approximately \$11,000, of which \$7,000 was obtained by public appropriation, and the balance by private efforts of teachers and pupils. Of this balance a considerable amount was raised through the well-known newspaper collection campaign. At the time of writing the summer schools for the present session are organized, but owing to the lack of sufficient appropriation it is impossible to develop them on the scale desired. In spite of all conditions the demand for instruction is far in excess of the opportunities we can offer with the funds at our disposal. I urge most earnestly the attempt to secure large appropriations for this important work. I believe that there is not only a natural demand from the community, but that the war conditions make it more than ever important that all educational opportunities should be available at all centers. A plant so important to the country as the public schools should not lie idle in so large measure during three months of the year. It should be open and all its facilities available to those who really desire to make use of them.

FOREIGN SCHOOLS.

In my last annual report I emphasized as one of the necessary war moves for the public schools the development of the work of Americanization of the tremendous section of the population of our

own country which is foreign born, or of foreign or mixed parentage. Americanization, of course, means loyalty, and it is felt at this time that every effort should be made to upbuild the genuine loyalty of all elements of our population. For many years we have conducted night schools for the teaching of English to the foreign element in our own community. During the last year or so we have increased the emphasis on the definite teaching of citizenship, and we have centered our special work largely in one building, the Thomson School. The work of this school is well done, and shows excellent results and splendid spirit, so far as the number of foreigners reached is concerned. It is, however, very clear that we are not yet reaching the whole of this element within the District of Columbia, and yet this must be our ultimate aim. If there is any section of the Nation which should be thoroughly Americanized in spirit and in fact it is the section containing the National Capital. With a view to the extension of our work, I am inclined to believe that the time has come for the separation of the foreign school from the night school proper and for its establishment as a special independent unit. I believe that this move will give it strength and purpose. In my judgment, the foreign school should be open at any hour, day and night, when it can be of real educational service to the particular section of the community it is intended to reach. There are groups of foreigners who are unable to attend class at night because of the conditions of their work. There are other groups which may best be taught at home. This applies particularly to the women, who might be reached this way when it would not be possible to draw them to a central school in any large numbers.

Through the courtesy of certain people especially interested, it will be possible during the summer of 1918 to experiment along two of these lines, first, in the way of an afternoon class for Greeks, who, because of their employment, are unable to attend night school, and, second, in the way of the establishment of a visiting teacher who will go into the homes and try to reach groups of foreign women.

It is probable that the strictly day needs of children of foreign parents could be met in the regular grade schools, as heretofore. There is need, however, as stated, of proper development of specialized work for foreigners. In order to avoid salary conflicts arising out of establishment of classes at different hours of the day, it seems to me that it would be advisable to ask for special, definite appropriation for Americanization work, out of which teachers for foreign schools shall be paid, whether their service is given in the morning, afternoon, or evening.

One other situation certainly concerns the satisfactory working out of any plan that may be developed for the education of the foreign element. This is the proper housing for the classes of instruction.

The Thomson School has been in some ways a satisfactory building, although it has not the amount of space needed. It is, however, primarily a grade school building, equipped for day school work, and not easily adjusted to its full capacity for evening work. In addition, the Thomson School is a building which is housing a very active community center, carrying on at this time many meetings at night. Necessarily conflicts occur constantly to the disadvantage of both organizations, in spite of the fact that the best spirit of cooperation has been shown. Were it not for the war situation, I would be inclined to recommend the construction of a special building for the instruction of the alien element of our population. I believe, however, that it will be possible to handle this work fairly well in the Webster School at Tenth and H Streets NW. This is a grade school building, largely but not entirely used for day instruction. By degrees some of these day classes can be shifted elsewhere. Certain rooms could be fitted up at once for foreign and night school instruction, and possibly a section of the third floor could be restored as an assembly hall. Undoubtedly any building assigned to foreign school work should have within it the place for proper assembly of students. The school assembly is one of the attractive features of the work. I believe it will be wise to ask for a special appropriation for any necessary reconstruction of the Webster School to make it more available for this new class of work. The building should be so fitted up that it can be used for instruction and assembly purposes, and as a community center for the foreign element.

HIGH-SCHOOL ORGANIZATION AND ADMINISTRATION.

During the school year the superintendent devoted what time was possible to a general study of certain conditions affecting the high-school organization and administration. This was simply a part of a general consideration of the entire high-school situation. In the many ways open to the superintendent, consideration was given to certain factors which seem to require immediate adjustment in order to bring about greater efficiency. Most of these matters were also given very thorough consideration in the meetings of the superintendent with the group of high-school principals. The high-school group, together with the assistant superintendents, met with the superintendent far more frequently than in any preceding year. Regular conference meetings will be continued the coming year, as the study of the high schools is pursued.

As a result of his studies thus far the superintendent issued certain administrative orders looking to teaching organization and assignment, and these were followed by still other recommendations, which were approved by the board of education before being issued. It may be well to review briefly the modifications thus far reached.

A study of the teaching programs in the high schools made clear to the superintendent very marked variations in the demands on the faculties in the different buildings, both in weight of teaching assignments and in the size of classes. It seemed very advisable to attempt to secure a unified plan of organization covering these matters, although it was recognized that any plan is tentative and subject to the test of actual trial. It is further subject to the effect of uncertain features in enrollment, due to present war conditions, and to uncertainty as to the available force of teachers. The following are the regulations actually issued:

REGULATIONS GOVERNING HIGH SCHOOL TEACHING ORGANIZATION AND ASSIGNMENT.

1. The standard maximum number of periods of teaching per week for teachers in independent control of classes and not engaged principally in mass teaching, so far as possible, shall not exceed 25. When the assignment does exceed 25 periods, the fact shall be reported to the superintendent of schools with detailed information as to the reasons therefor.

The standard assignment may properly be lessened for teachers having an exceptional amount of outside corrective work, as in the case of teachers of English; for teachers assigned to classes which have less than five periods of instruction per week resulting in a very large total of pupils; and for teachers having a major assignment in control of student activities. Teachers in these groups, however, may be assigned to additional routine service in study halls if needed.

2. So far as possible, in connection with the teaching assignment of teachers the attempt shall be made to avoid too varied a program, and too many semesters of the same subject, or too varied subjects. The work of a teacher should be in a single subject, or in closely related subjects, preferably in the same general school department.

3. So far as possible, considering the school organization as a whole, the maximum class shall consist of 30 students. When the enrollment of a class gives evidence of continuing materially over this number, the first proper opportunity shall be taken to reorganize so as to bring totals within the set maximum.

4. Teaching assignments of heads of departments shall be submitted to the superintendent of schools for approval before being placed in effect. In constructing a program of recitations provision shall be made to give heads of departments their free time so far as possible in consecutive periods in order to enable them to give proper attention to their supervisory duties.

5. The superintendent is of the opinion that so far as possible the home sections of teachers should have the same standard maximum enrollment as that established for the teaching unit, and that

the home section should be one of the units taught by the teacher. It is recognized of course that many questions of organization and adjustment of facilities may require modification in this procedure.

Investigation also showed a very marked variation in the assignment of teachers to control of student activities. This resulted in placing an undue burden on some teachers and in leaving others who were entirely capable free from organized contact with the students outside of the regular classroom. It seemed advisable, therefore, to issue regulations requiring the definite assignment of teachers to the control and direction of student activities, with a limitation of one controlling assignment to any one teacher, or of general assignment to more than two distinct student activities, if other faculty members are available for work. A requirement was also made that assignment should be made at the beginning of each school year, and should be reported to headquarters.

Owing to the variation in the organization of the preliminary morning periods and in the adjustment of time lost from recitations through assemblies, regulations were issued limiting the preliminary period to a maximum of 15 minutes and establishing a single, formal assembly per week, with a fixed time, except in real emergencies, and with provision for the proper distribution of extra time lost. In this connection the net minimum recitation for actual work, exclusive of time for changing rooms, was placed at 40 minutes on regular days and 37 minutes on assembly days.

The matter of notices for pupils and teachers was regulated by the establishment of a definite time for the filing of notices with the principal and by the establishment of definite arrangements for the posting of notices at convenient points in the building, thus placing the responsibility for the reading of these notices on those who are directly concerned and doing away except in emergencies with time lost in classrooms in orally presenting them.

In view of the serious overcrowding of the new Central High School, restrictive regulations were issued tending to throw to the Eastern and Western, academic students who could easily attend these buildings, and requiring students entering through the high school admission board to go to buildings other than the Central High School.

In order to eliminate certain unnecessary transfers of pupils between high schools, regulations were issued placing this matter on much the same basis followed in the grades: The regulations are as follows:

TRANSFERS OF HIGH SCHOOL PUPILS.

Transfers of pupils from one high school to another at the beginning or during the school year shall be made only on the recommendation of the principal of the building desiring to transfer the pupil, approved by the superinten-

dent of schools, or by the respective assistant superintendents, acting for him. Except in cases where exceptional circumstances are involved transfers shall be limited to students who are making marked changes in courses of study.

Conflicts in the law relative to the educational work of the high schools as affecting high-school principals, heads of departments, and higher officials, have led in the judgment of the superintendent to a weakening of proper educational supervision of high-school work. I believe that recent years have proved that the high-school principals have clearly not been able to carry on an effective educational supervision of their own buildings. Organization and administration of general school matters have claimed the main part of their time and energy. The high-school heads of departments have varied markedly in the influence they have exerted on the educational work, partly because of doubt as to their real status. The law places the superintendent in directive charge of the educational work of the system, including the high schools. It states at another point that the high-school principals shall be in sole educational and administrative charge of their own buildings; at another point that the assistant superintendents, respectively, shall have charge of the unifying of the work in the various high schools; and at another point that the heads of departments in control of the respective lines of educational work shall have advisory powers only. Herein lie many opportunities for conflict of authority which have resulted in a weakening of constructive educational work and supervision. Until legislative relief can be obtained, the only way out seems to be for the superintendent personally to take general direction of educational phases of the work, working largely through the heads of departments, and where advisable through the assistant superintendents. Under this plan the heads of departments will be given definite supervisory directions and powers during the coming year, and the high-school work will be systematically organized. The head-of-department system has been heavily criticized, both from principal and teacher sources, but it does not seem to me it has yet had a full chance to justify its usefulness. In my judgment a general head-of-department plan must continue, and it must be on a sound basis. I believe that there should be a sufficient number of general heads of department to give expert supervision to each line of educational work. In addition thereto, there is no objection as I see it to the recognition of head teachers in each individual high school, who shall be teachers with regular teaching programs, who because of their superior capacity may be given recognition in this way, and who will be representatives of their lines of work in touch with the mass of teachers, with the heads of departments, and with their own high-school principals. Moreover, by this plan each representative head of department will have a small group of expert teachers as a sort of consulting and advisory council.

I have spoken advisedly of the necessity of a proper number of heads of departments. It is possible that the educational study of the high-school work, to be made by the superintendent during the coming year, will show that eight white heads of departments are sufficient for the academic and scientific subjects, although in all probability certain adjustments of work as between the departments will be advisable. In the case of the colored high schools, however, it seems to me that more heads of departments should be appointed. On the face of it, it seems to me evident that more than four people are necessary in order to secure the expert supervision desired in the large group of subjects referred to.

In the matter of proper supervision of high-school work, other factors should not be lost sight of. There are large departments of high-school activity which are run at the present time without active directive supervision. For example, manual training in the grades is directly supervised, and manual training in the high schools is no longer localized in any one building, and the need for directive supervision in my judgment is evident. I feel that the director of manual training, as a general officer of the system with powers delegated by the superintendent, could easily supervise this higher work. I treat elsewhere on the general matter of physical training. There is no question but that this work should be most effectively organized from top to bottom of the school system. It can not be developed with the greatest efficiency with directive control in the grades and independence, without control, in the high schools. Drawing, domestic science, domestic art, and music also offer opportunities for adjustment to avoid in the high school repetition of work done and to secure a logical development of the respective lines of training. In my judgment, the directive heads of these highly specialized fields should be brought into service at least in advisory capacity and, where the need seems great, in directive capacity.

The District of Columbia school system is a great system. Not alone is it increasing rapidly in its force of employees, its buildings, and student body, but naturally and in line with the times it is developing rapidly new fields of educational activity. There is more and more impressed upon the superintendent the need for building up the general administrative staff in order that there may be at his disposal high officers who may specialize in the important directive control of large units of the system. I believe that the experience of recent years has shown very clearly the need for one such general officer, who should have charge under the superintendent of the group of high schools, and who should deal directly with the high-school heads of departments and principals of buildings. In my judgment, he should be given the title and rank of assistant superintendent and assigned to this specific work. An efficient man in this gen-

eral position would prove his value and would strengthen materially the whole general administrative organization.

GRADE ORGANIZATION.

In my previous annual reports, especially that of 1917, I have outlined in considerable detail the general plan of readjustment toward which I believe we should work as rapidly as possible in connection with the grade schools. This general plan involves, as you will recall, the development of a junior high school, a departmental organization involving the seventh and eighth grades, and requiring for its easy development placing of the salaries of these teachers on the same level; the extension of the group-principal idea; the organizing of large divisions; and the development of a supplemental coaching plan. We are moving toward the larger divisions, but we are handicapped in the development of certain other details in our general plan because of shortage of teachers, and because of irregularities of the salary schedule. It is hoped that with the increased salaries now recommended in the new bill it may be possible during the coming year to make definite experiments with organized units.

As the primary director states in her report, there has been a distinct advance this year toward the closer grading which is so essential to the best work in our schools. Where there has been more than one class in the same grade in a school, an adjustment has been made upon the basis of the ability of the children. This not only benefits the child who proceeds at a comparatively slow rate but it makes possible the acceleration of the progress of the brighter pupil. It seems undoubtedly true that better all around progress is made with a class of fairly uniform capacity than with a class of extremes. The more I look into this general matter, the more I am inclined to believe in the wisdom of a careful experiment in one of our larger schools in promotion and grading by subject, rather than by the general grade as now in force. There is many a child in the third grade, for example, who is naturally so graded for arithmetic, but who is capable of doing fifth-grade reading; another child in the same grade may be capable of doing fourth-grade arithmetic, but proves rather weak for his grade in composition. While, of course, the large numbers with which we deal may offer some difficulties of organization, it seems to me that marked advantage to a child might result from allowing him to proceed at his normal speed in each of the basic subjects of the elementary school curriculum. Such a plan may easily provide also for extra time in the subject where there is special need for assistance. Definite effort must be made in every possible way to reduce retardation in the public schools. I believe this is one way in which we may move toward this end. Coaching

teachers will also help materially as may also the organization of slow-speed and high-speed classes.

SHORTAGE OF TEACHERS AND OTHER EMPLOYEES.

During the past school year there has developed throughout the entire country a very serious shortage of trained teachers. This shortage has increased not alone because of the withdrawal of teachers to accept more remunerative employment in other fields, but also because of a lessening in the number of those who are training for the teaching profession. Just at a time when beyond all others the school systems of the country should be kept at the highest point of efficiency and service they are suffering as they have never suffered before in modern times from a lack of the main vital force which makes for their fullest usefulness. It has been increasingly recognized in recent years that the teacher has been seriously underpaid, and before we had come under the stress of war conditions a tendency toward better remuneration had become evident. The war has made such financial increase a vital necessity. In far too many sections of the country the teacher has received far less pay than the average clerk, far less pay than the unskilled and untrained laborers. In fact, it has seemed as if the teacher in many places were paid not on the basis of a living wage, suitable to their work and their training, but rather on the basis of partial support. It would be interesting to know how many thousands of teachers throughout the country are able to continue in the work for which they are trained and to which they are giving the best of themselves, because they can live at home and are able to get along with less financial outlay than if they had to support themselves in full. We require of the teachers to-day a careful professional training preliminary to their entrance upon that work. Then they deserve recompense in proportion to the training they receive and the demands upon them professionally.

The tremendous loss of teachers from which most school systems have suffered is due fundamentally to the salary situation. The teacher with her trained mind and capacity to adjust herself to conditions can step over to a clerical position and quickly show efficiency of a high order. She is consequently paid in proportion to this efficiency and receives far more than her school salary. In fact, she can enter many other lines of employment and receive better financial return. In the face of the rapidly mounting cost of living the average teacher has been forced to consider the larger opportunity which is open to her, and in many cases in spite of her love for her professional work she has felt it necessary to enter another field. The statements made in responsible sources to the effect that average salaries for teachers must go up promptly from 50 to 100 per cent are merely statements of a plain fact which all educators recognize.

The school system of the District of Columbia has suffered seriously in the lossage of teachers during the last year. In the white schools 127 teachers have resigned and, in addition thereto, 50 have withdrawn on leaves of absence because of war service, educational study, or ill health. In the colored schools the lossage has been far less serious, there being 7 resignations and 9 leaves on account of military service.

In addition to the loss of the educational force, there have been serious losses due to low salaries in the clerical force. These have been so general as to place a very large part of our clerical work in inexperienced hands. Salaries far below the rates of pay for similar work outside have caused, also, an exceedingly serious loss in the force of engineers and janitors, and caretakers; 155 members of this force left the service for other employment.

The loss of teachers in the white schools was very largely from among those engaged in primary work, in which field salaries are far below fair clerical salaries. Because of the opportunities at considerably higher salary everywhere open to them, largely in the Government service, a very large number of these teachers felt they could not afford to continue at the school salary. We thus suffered a serious loss among our young and energetic, highly trained teachers. In view of the difficulty in securing satisfactory recruits we are suffering a more or less permanent loss. In fairness to these teachers it should be stated that few, if any, left because they really desired to do so. In almost every case the resignation of a teacher has been accompanied by an expression of regret that conditions over which the teacher had no control made it really necessary that she should seek work which would produce a larger financial return. The vast majority of this group undoubtedly could have been held in our system had salary conditions approached those in other fields for which they were qualified.

It has been only with the utmost difficulty and at the expense of a serious amount of time and energy on the part of the general administrative officers and the white board of examiners that it has been possible to keep the schools running with any degree of efficiency this year. Very early in the year all graduates of the Wilson Normal School of past years who were on the waiting list for appointment were given positions. Following the exhaustion of these lists, ex-teachers of our service who had proper efficiency ratings, and who were within certain fixed age limits, were appointed to permanent positions. Shortages still existing, the Wilson Normal School was called upon to press its training of the students in its control, and the superintendent was authorized by the board of education to graduate pupils ahead of time and to appoint them to the service. As the result, fully one-half of the class of June, 1918, received ap-

pointments before the close of the year. The students of this senior class deserve special credit for the fine spirit in which they met the emergency. The students who were called early into the field missed considerable of the pleasure of the last few months of school life, but like true soldiers they put the very best of themselves into the work to which they were called. On the other hand the students who remained at their studies when their classmates were called into service showed the same earnestness in their work. Probably no class ever graduated from the normal school with a finer spirit than the class of this year.

As stated elsewhere in my report, attempts were made to secure trained teachers from other localities by means of set examinations open to all who were qualified. Hundreds applied for information, but relatively few of those who applied had proper qualifications, or cared to face the test when they learned how low a salary schedule was in force. In fact, extreme difficulty is certain to be experienced in keeping up a proper teaching force unless the salary level is materially raised. There is one other factor which adds to the seriousness of the situation, and that is the falling off in enrollment in students, not only in our own normal school, but in the normal schools of the country. This is due, of course, to the wider opportunity now open to young people, even without the necessity for special preliminary training, and in part to the salary situation. In the case of our own Wilson Normal School, the superintendent was authorized to open a class made up of high-school seniors in April of this year, so that normal training might be begun and the students brought somewhat earlier into actual teaching. It was hoped, also, that by this early organization some students might be saved to the teaching profession who otherwise would have entered other fields during the summer.

The salary situation, therefore, requires the very serious consideration of the board of education.

In my last annual report I urged the placing of kindergarten assistants in class 3, of kindergarten principals and teachers of the first six grades and special teachers in class 4, and of teachers of the seventh and eighth grades, model teachers, and trade instructors in class 5. Before the report was in print the situation had so developed both from the side of expense of living and from the side of opportunity tending to draw teachers away, that supplemental estimates were submitted to Congress calling for the placing of kindergarten assistants at a basic salary of \$800, and kindergarten principals and teachers of the first six grades and special teachers at a basic salary of \$1,000, and of teachers of the seventh and eighth grades and trade instructors, etc., at a basic salary of \$1,200; of head teachers and superior teachers in the high schools at a basic

salary of \$2,300; of a second group of superior teachers at the present basic salary of \$1,900 and continuing the basic salary of the general group of high-school teachers at \$1,000.

The present bill which has not passed at the time of writing has provided a basic salary of \$750 for the teachers now in classes 1, 2, and 3. This involves kindergarten assistants, kindergarten principals, and teachers of the first four grades, and teachers of special work. While this increase, if it becomes a law, will be most deeply appreciated by those who remain in the service, at the present low salaries I am sure that the increases are not sufficient to prevent a continued serious lossage by resignation, or to make possible the obtaining of sufficient trained teachers from outside. I believe that in general the scheme of salaries proposed in our revised estimates, transmitted to the commissioners on March 8, 1918, is sound as to classification, except in the matter of salaries for vocational and trade instructors, which are considered elsewhere. I am strongly of the opinion, however, that conditions are such that the basic salaries must be placed even higher than the increase there shown. I believe it will be necessary to make the minimum salary paid to any teacher in the service at least \$1,000, and that the salaries of the various classes should be raised proportionally. I believe that the minimum for the high schools, in view of the college degree requirement, should be somewhat higher than at present, probably \$1,200.

In any consideration of the salary question, we should not lose sight of the fact that many of our officers, including our directors and assistant directors of special work, are paid exceedingly low salaries. In fact the salaries are so low in many cases compared with certain teachers' salaries as to cause embarrassment to the officers, and raise question as to relative responsibility. The board must consider before very long the general question of a systematic adjustment of the salaries of the entire system.

The salary situation applies also to the clerical force. The basic salary now proposed of \$720 is not sufficient to get people of any experience, nor is there proper provision for advance in salary which will tend to hold experienced people and make them feel that there are genuine opportunities for advancement ahead of them. In the case of the building force also serious need exists for still further raising of salaries of laborers and panitors. When unskilled labor is being paid \$4 per day, the annual salary of \$500 will not hold a laboring force.

In view of the fact that the salaries of teachers and officers are altogether too low the country over, it seems that on the whole little is to be gained by general comparison of salaries which will show many communities suffering under unreasonably low scales. In most places increases have been granted or are under discussion.

Yet I think that if we look into the salaries elsewhere we will find many illustrations showing higher schedules than in Washington. A few examples follow:

Assistant and associate superintendents:

| | |
|---------------------------------------|-----------------|
| Washington, D. C. | \$3,000-\$3,500 |
| Cleveland | 3,750 |
| Cincinnati, associate superintendents | 3,000-4,500 |
| Jersey City | 4,000 |
| New Haven | 3,600 |
| Philadelphia | 4,500 |
| Rochester | 4,000 |
| Seattle | 3,500-4,250 |

District superintendents (general supervisory officers):

| | |
|-------------------|-------------|
| Washington, D. C. | 2,200-2,700 |
| Buffalo | 2,500-3,000 |
| Jersey City | 3,000-3,500 |
| Philadelphia | 3,600 |

Directors of special work:

| | |
|--------------------|-------------|
| Washington, D. C.— | |
| White | 1,500-2,000 |
| Colored | 1,300-1,550 |
| Boston | 3,060-3,540 |
| Cleveland | 2,000-2,500 |
| Cincinnati | 1,500-2,400 |
| Jersey City | 3,000-3,700 |
| Kansas City | 2,200-2,600 |
| Newark (varies) | 1,400-3,300 |
| Philadelphia | 3,000-4,500 |
| Rochester | 2,600-2,800 |
| Seattle | 1,800-2,500 |
| Worcester | 1,800-2,300 |

High-school principals:

| | |
|-------------------------------|-------------|
| Washington, D. C. | 2,500 |
| Central High School, \$3,000. | |
| Boston | 3,348-4,212 |
| Buffalo | 3,000 |
| Detroit | 4,000-4,500 |
| Jersey City | 6,000 |
| Milwaukee | 2,300-3,300 |
| New Haven | 3,700 |
| Newark | 3,600-4,600 |
| Philadelphia | 3,500-4,500 |
| Portland, Oreg. | 2,500-3,500 |
| Rochester | 3,600 |
| Seranton | 3,500 |

High-school heads of departments:

| | |
|-------------------------------------|-------------|
| Washington, D. C. | 1,900-2,200 |
| Boston | 2,340-3,348 |
| Detroit | 2,600 |
| Jersey City (commercial department) | 3,100-3,700 |
| Newark (men) | 2,100-2,300 |
| New Haven | 2,650 |
| Rochester | 2,600 |
| Philadelphia (men) | 2,900-3,300 |

High-school salaries:

| | | |
|-------------------|---------------|------------------------------------|
| Washington, D. C. | 1, 900-2, 200 | { \$1, 000-1, 800 1, 900-2, 200 |
| Boston— | | |
| Junior masters | 1, 476-2, 772 | |
| First assistants | 1, 428-2, 100 | |
| Assistants | 1, 068-1, 932 | |
| Bridgeport (men) | 1, 200-2, 200 | |
| Newark (men) | 1, 500-2, 700 | |
| New Haven | 1, 200-2, 300 | |
| New York | 1, 000-2, 650 | |
| Jersey City (men) | 1, 500-3, 000 | |
| Philadelphia | 800-2, 700 | |
| Seattle | 1, 320-1, 950 | |

Grade salaries are seriously low the country over and receiving some of the benefit of the upward tendency. In most cases grade salaries are on a level basis so far as the grades taught are concerned, and the differences between minimum and maximum depend on experience:

| | |
|--|----------------|
| Washington, D. C. | \$600-\$1, 350 |
| (8750-\$1,350 if present bill passes.) | |
| Detroit | 920-1, 420 |
| Jersey City | 900-1, 500 |
| New York— | |
| Grades 1 to 6 | 900-1, 500 |
| Grades 7 and 8 | 1, 040-1, 830 |
| Oakland | 960-1, 380 |

The figures just given are selected from recent material in my hands as showing some of the schedules in advance of our own; undoubtedly other illustrations can be found. It should be stated, however, that even these higher schedules are not serving to prevent material loss of teachers. Undoubtedly we are justified in standing for a schedule sufficiently high to attract and hold a capable teaching force and experienced officers and to give a fair recompense, considering the training required for the work and the cost of living.

SUBSTITUTE TEACHING SERVICE.

Probably no branch of the educational service of the public schools has suffered more seriously owing to the war situation than that dealing with the substitute service for absent teachers. In recent years increasing difficulty has been experienced in obtaining a proper substitute force because of the low pay, irregular employment, and the opportunities offered outside for regular employment at far higher salary. During the past year many of our ex-teachers, who have been serving as substitutes, and who make the best substitutes because of their past experience, have either been recalled to service as regular teachers, or have accepted Government employment at far better remuneration than the schools could offer. It has been with the

utmost difficulty that trained substitutes have been secured to fill the long terms of absence, while the shorter periods have been filled very largely by inexperienced people. Conditions as to a teaching force are getting steadily worse throughout the country, and naturally the substitute situation is far worse than that for regular teachers. Unless radical steps are taken we are likely to face a situation which may require the closing of classes when teachers are absent.

Strange to say, while the substitute problem has been realized to be a serious one, it has not been given the attention throughout the country which it deserves, although the present general situation has now forced attention to it. The substitute teacher is a highly important factor in the efficiency of school work. She really ought to be a highly experienced teacher, familiar with the work of different grades, and she ought to have, in order to retain her services, a salary which will keep her available for this difficult work. The substitute teacher is often summoned to take a class without warning. She is handicapped, however efficient she may be, by lack of time for definite lesson planning, and by lack of intimate knowledge of the strength and weakness and of the personality of her pupils. Unless the substitute takes hold effectively, and with knowledge of the work and status of the class, the class will mark time, or drift back in its work. A change of teachers means a period of adjustment in any case, and this period often comes at a time when the promotion of pupils is in the balance. As shown in my report of 1916, during the month of January, just preceding reorganization, there were a total of 410 teachers absent an average of $3\frac{1}{2}$ days each. During January of this year there were a total of 1,598 days of absence of teachers, and a total for the school year of 11,268 days of absence. This tremendous total shows clearly the danger of weakness in the force of substitutes. The children suffer through the absence of the regular teacher and the resulting weak instruction. It is this last primarily which we should aim to prevent. The pupils and their parents are entitled to effective classroom work during the entire school session. In addition I believe that the regular teachers, who are unavoidably absent because of illness or pressing emergency, are entitled to have in their places some one who will not lower too far the standards they have maintained.

As outlined in the 1916 report, we have aimed to partially meet the situation by selecting carefully the best substitutes and giving them as much substitute work as possible so that their pay would be increased and they could count on a moderate financial return. The war situation, however, promptly broke up any effective adjustment of such a plan, and has brought us back to the necessity of working for a permanent substitute force, such as I suggested in the report referred to. This will not meet the entire situation, however. Some

provision must be made for the coming year which will secure to the substitute teacher sufficient pay to attract her to the work. At present the pay of the substitute for her actual days of service ranges from \$1 for kindergarten assistants to \$1.90 for eighth-grade teachers. In the high schools the rate is \$2 for a regular teacher, and \$3.80 for a group B teacher. These rates are increased for the long-term absences running over 30 days, but the vast majority of periods are periods for which pay is given at the rates quoted. On the face of it these rates would seem to be impossibly low. They have been kept so low, I believe, because of the desire to protect the regular teacher in her own pay so far as possible, because of her own low rate of recompense. In the case of the force of janitors, engineers, and assistants, the substitute pay is the same as the full rate of pay of the regular employee concerned.

The substitute service required for the educational work varies with the season, with the breaks in school year, and with the local situation as to epidemics. The following total quoted from the financial report shows the general summary of substitute service for the past year. The low figures in December are accounted for by the holiday season, and in February by the closing of the schools on account of the fuel situation. The high point in March was undoubtedly due to sickness resulting from the many strains of the hard winter.

| Month. | Total. | | Teachers. | | Other employees. | |
|----------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|
| | Number of days absence. | Amount paid substitutes. | Number of days absence. | Amount paid substitutes. | Number of days absence. | Amount paid substitutes. |
| September..... | 374 | \$555.01 | 365 | \$540.68 | 9 | \$14.33 |
| October..... | 1,053 | 1,572.77 | 970 | 1,508.16 | 83 | 61.61 |
| November..... | 1,239 | 1,940.07 | 1,152 | 1,883.04 | 87 | 57.03 |
| December..... | 876 | 1,350.36 | 855 | 1,345.19 | 21 | 5.17 |
| January..... | 1,598 | 2,937.27 | 1,439 | 2,831.60 | 159 | 102.67 |
| February..... | 1,083 | 1,678.07 | 955 | 1,519.85 | 123 | 128.22 |
| March..... | 1,792 | 2,311.57 | 1,685 | 2,220.00 | 107 | 91.57 |
| April..... | 1,566 | 2,454.57 | 1,499 | 2,373.91 | 67 | 80.68 |
| May..... | 1,067 | 2,014.02 | 1,044 | 1,991.31 | 23 | 22.71 |
| June..... | 620 | 1,057.58 | 609 | 1,057.58 | 11 | ..... |
| Total..... | 11,268 | 17,871.29 | 10,573 | 17,304.32 | 695 | 566.97 |

Not alone is there a steady rise in the demands for substitute service during the winter months, but within any one month there is a marked variation from day to day as to the actual substitute service required. This is clearly illustrated by reference to the two following tables for the white grade schools and the white high schools, respectively. These show in detail the teachers absent on each school day. In addition to these lists, considering the school system as a whole, one must take into account the corresponding absence in the colored schools, absence of teachers in special subjects, and in the normal schools:

Teachers absent, white graded schools, Sept. 1 to April 20, 1918.

| Date. | Septem- ber. | October. | Novem- ber. | Decem- ber. | January. | Febru- ary. | March. | April. |
|------------|-----------------|----------|----------------|----------------|----------|----------------|--------|--------|
| 1 | | 18 | 19 | | | | 24½ | |
| 2 | | 15 | 19 | | 40 | | | 33½ |
| 3 | | 21 | | 26½ | 38 | | | 44 |
| 4 | | 13 | | 31½ | 39 | | 32 | 35 |
| 5 | | 14 | 15 | 30 | | | 33 | |
| 6 | | | 21 | 28 | | | 33 | |
| 7 | | | 22 | 33 | 35½ | | 33 | |
| 8 | | 20 | 9 | | 34 | | 41 | 34 |
| 9 | | 22 | 9 | | 32½ | | | 35 |
| 10 | | 19 | | 26½ | 35 | | | 48 |
| 11 | | 19 | | 27 | 37 | 24 | 37 | 55 |
| 12 | | 27 | 17 | 27 | | 28 | 31 | 47 |
| 13 | | | 22 | 21 | | 29 | 32 | |
| 14 | | | 25 | 25 | 40 | 27½ | 38 | |
| 15 | | 12 | 17 | | 46 | 24 | 37 | 37 |
| 16 | | 17 | 22 | | 39 | | | 39 |
| 17 | 15 | 17 | | 21 | 42 | | | 31½ |
| 18 | 12 | 17 | | 17 | 49 | 26 | 34 | 37 |
| 19 | 10 | 19 | | 21 | 16½ | 24 | 29 | 32 |
| 20 | 11 | | 25 | 13 | | 25 | 32½ | |
| 21 | 13 | | 28 | 12 | 52 | 27½ | 30 | |
| 22 | | 23 | 26 | | 54 | | 32 | 39½ |
| 23 | | 22 | 31 | | 48 | | | 35 |
| 24 | | 20 | 15 | | 53 | | | 32 |
| 25 | | 21 | 18 | | 48 | 29 | 41 | 27 |
| 26 | | 31 | 15 | 36 | | 22 | 37 | 26 |
| 27 | | 15 | | 34 | | 25 | 35 | |
| 28 | | 19 | | 39 | 74 | 22 | 38 | |
| 29 | | | 22 | | 43 | | | 30 |
| 30 | | | 24 | | | | | 18 |
| 31 | | | 22 | | | | | |
| Total..... | | 167 | 481 | 457 | 355 | 879 | 333 | 680 |
| | | | | | | | | 715½ |

Teachers absent, white high schools, Sept. 1 to Apr. 20, 1918, inclusive.

| Date. | Septem- ber. | October. | Novem- ber. | Decem- ber. | January. | Febru- ary. | March. | April. |
|------------|-----------------|----------|----------------|----------------|----------|----------------|--------|--------|
| 1 | | | 5½ | 7 | | | 8 | |
| 2 | | | 5½ | 5 | | | | 9 |
| 3 | | | 4 | | 8 | 12 | | 8 |
| 4 | | | 5 | | 6 | 13 | | 9 |
| 5 | | | 7 | 6 | | | 8 | 10 |
| 6 | | | | 5 | 5 | | 7 | |
| 7 | | | | 4 | | 5½ | 6 | |
| 8 | | | 5 | 4 | | 10 | 5 | 10 |
| 9 | | | 7 | 5 | | 10 | | 7 |
| 10 | | | 6 | | 11 | 9 | | 10 |
| 11 | | | 7 | | 4 | 9½ | 8 | 8 |
| 12 | | | 5 | 8½ | 4 | | 6 | 13 |
| 13 | | | | 8 | 4 | | 8 | 11 |
| 14 | | | | 7½ | 7 | 7 | 9 | |
| 15 | | 3½ | 6 | | 12 | 6 | 6 | 8 |
| 16 | | 5 | 6½ | | 6 | | | 8 |
| 17 | | 4 | 6 | | 5 | 7 | | 7 |
| 18 | | 4 | 8 | | 5 | 8 | 11 | 6 |
| 19 | | 5 | 8 | | 5 | 5 | 8 | 7 |
| 20 | | 6 | | 12 | 5 | 7 | 7 | |
| 21 | | 5 | 8 | 4 | 18 | 4 | 9 | |
| 22 | | 9 | 7 | | 19 | 1 | 5 | 13 |
| 23 | | | 5 | 6 | | 15 | 2 | 8 |
| 24 | | 6 | 5 | | | 16 | | 10 |
| 25 | | 6 | 7½ | | 17 | | 8 | 13 |
| 26 | | 7 | 8 | 6 | | 10 | 9 | 10 |
| 27 | | 6 | | 8 | | 10 | 11 | |
| 28 | | 14 | | 9½ | 22 | 11 | 10½ | 7 |
| 29 | | | 4 | 3 | 9 | | | |
| 30 | | | 4 | 2 | | | | 9 |
| 31 | | | 4 | | | | | |
| Total..... | | 63 | 134 | 143 | 86 | 236½ | 99 | 172 |
| | | | | | | | | 182 |

Studying the substitute table for the white grade schools, I find the following results:

| Month. | Minimum number of teachers absent on any one day. | Maximum number of teachers absent on any one day. | Average number of teachers absent per day. |
|----------------|---|---|--|
| September..... | 10 | 31 | 16.7 |
| October..... | 12 | 24 | 18.7 |
| November..... | 9 | 39 | 22.6 |
| December..... | 12 | 31 $\frac{1}{2}$ | 23.6 |
| January..... | 32 $\frac{1}{2}$ | 74 | 43.9 |
| February..... | 22 | 29 | 26.3 |
| March..... | 24 $\frac{1}{2}$ | 41 | 34 |
| April..... | 18 | 55 | 25.7 |

A study of the four main groups of the school system, including the white and colored graded and high schools shows a minimum absence in the period covered by my tables of 23 teachers, and a maximum absence of 122 teachers. It is obvious that we can not expect to adopt off-hand any definite plan which shall place on a permanent roll sufficient teachers to meet the maximum demand for substitutes, especially if we consider the varied lines of work, including the special departments, in which substitutes may be needed. If a list of teachers on the permanent roll is established as it should be, there will still be need for a supplemental force to be called on to fill excess demands—that is, a sound plan of substitute service will involve both permanent and temporary substitutes.

Recently I have been making a study of the allowances for absence of regular teachers, and of the rates of pay of substitutes in other cities. The information thus far available from these cities shows clearly that for the ordinary short absence periods of teachers the substitutes in the District of Columbia are paid absolutely the lowest rate. The table given below shows this fact very clearly. It shows also very marked variation as to sickness allowances to regular teachers, and as to adjustment of pay for such absence. The entire table is worthy of a careful study before consideration by the board of the general matter involved:

| City. | Absence and pay allowances of regular teacher. | Status of substitutes—time for which paid. | Rate of pay of substitute. | Notes. |
|-----------------|---|--|---|--------|
| Boston..... | Full pay during absence because of death of close relative, or court attendance on school business. Deduction of 1/400 of annual salary for each day of absence for personal illness. | Temporary. Paid for actual service. | High schools, \$3 to \$5; elementary schools, \$2 to \$4. | |
| Bridgeport..... | Full pay during absence because of death of close relative. Full pay for first 10 days personal illness. Half pay for 10 days additional. | Permanent and temporary. | Permanent paid \$200 under regular schedule; temporary, \$3 to \$5 per day. | |
| Buffalo..... | Pay of substitute deducted for absence due to illness or emergency. | Temporary. Paid for actual service. | High schools, \$3; elementary, \$2. | |

| City. | Absence and pay allowances of regular teacher. | Status of substitutes—time for which paid. | Rate of pay of substitute. | Notes. |
|--------------------|---|--|---|--|
| Cleveland..... | Full pay for 10 days for personal illness or death in family. | Temporary. Paid for actual service. | High schools, \$3.50 to \$5; elementary schools, \$2.50 to \$4. | Junior High School. |
| Columbus..... | Full pay for 10 days for illness or emergency. Difference between minimum and maximum salary after 5 weeks. | Temporary. For actual service. | At rate of regular teacher. | |
| Dayton..... | Full pay for 10 days for personal illness. | Temporary. Paid for actual service. | High schools, \$3.50; elementary schools, \$2.50. | |
| Denver..... | Full pay for 5 days for personal illness. Thereafter substitute pay deducted. | Temporary. For actual service. | High schools, \$4; elementary schools, \$3.50. | |
| Detroit..... | Full pay for absence for death in family and for first day of each period of illness. Thereafter \$3.60 is deducted per day for elementary teachers and \$4.10 for others. |do..... | High schools, \$5.10; elementary schools, \$4.60. | If regular teacher has no substitute, pay deduction goes to teachers' retirement fund. |
| Grand Rapids.... | Full pay for 10 days' absence for illness or death of close relative. | Temporary. For actual service. | At rate of regular teacher. | |
| Jersey City..... | Full pay for absence for death in family or quarantine. For personal illness discount \$1 per day for 10 days; thereafter half pay, provided discount does not exceed \$2. |do..... | High schools, arranged; elementary schools, \$3. | |
| Kansas City, Mo. | Full pay for absence for personal illness for 20 days. |do..... | \$4..... | |
| Louisville, Ky.... | Full pay for absence for death in family; one-fourth pay during personal illness. | Permanent and temporary; temporary for actual service. | Permanent, paid regular salary; temporary, three-fourths salary of teacher for whom substituting. | |
| Milwaukee..... | Full pay for absence because of death in family. Half pay for personal illness not exceeding 20 days. | Temporary. For actual service. | High schools, \$3.50; elementary, \$3. | \$0.25 per day for substitutes for reporting. |
| Minneapolis..... | Full pay for absence because of death in family. Full pay for 5 days' personal illness. Half pay for 15 days. |do..... | High schools, \$3 to \$4; elementary, \$2.50 to \$3.50. | |
| Newark..... | Substitute pay deducted for absence not exceeding 30 school days. |do..... | High schools, women, \$4; men, \$5; elementary, \$3 and \$4. | |
| New Haven..... | Full pay for absence for death in family. Half pay for personal illness not exceeding 20 days. | Permanent..... | Regular teacher's salary. | Deduction from salary of regular teacher goes to pension fund. |
| New Orleans..... | No information..... | Temporary. For actual service. | High schools, \$3 to \$5; elementary schools, \$1.75. | Substitutes to be placed hereafter on permanent roll. |
| New York..... | Absence for personal illness and death in family and court attendance are recognized and subject to full pay on official approval. Maximum allowance, 20 days to teacher of not over 3 years' service up to 60 days for teacher of 15 years' service. |do..... | High school shop, \$6; high schools, \$5; elementary shop, \$5; elementary schools, \$3. | |

| City. | Absence and pay allowances of regular teacher. | Status of substitutes—time for which paid. | Rate of pay of substitute. | Notes. |
|----------------------|--|--|---|--------|
| Oakland, Cal..... | Half pay for absence for personal illness not exceeding 6 weeks. | Temporary. For actual service. | High schools, \$5; elementary schools, \$3.50. | |
| Omaha..... | Full pay for absence for death in family and for 10 days for personal illness. |do..... | Regular teacher's salary. | |
| Paterson, N. J.... | Deduct substitute's pay for absence for personal illness not exceeding 10 days. Thereafter lose full pay. |do..... | High schools, men, \$4; women, \$3; elementary schools, \$2.50. | |
| Philadelphia..... | Full pay for absence for death in family. Deduction of one-fortieth of monthly salary for each day absent for personal illness. |do..... | Men, \$4; women, \$3. | |
| Portland, Oreg.... | Full pay for absence for death in family. Full pay for one day in each month. |do..... | High schools, \$5; elementary schools, \$4-\$4.50. | |
| Richmond..... | Absence over 10 days requires furlough and appointment of another teacher. |do..... | \$1.50-\$3..... | |
| Rochester..... | Full pay for death in family and for absence not exceeding 3 weeks. Deduct \$3 elementary, \$3.50 high schools. |do..... | High schools, \$7; elementary schools, \$6. | |
| Scranton..... | No allowance for lost time. | For actual service... | \$2.75; \$55 month... | |
| Seattle..... | Half pay during illness. |do..... | \$3.50-\$4.50..... | |
| Spokane..... | Half pay not exceeding 2 weeks each semester for illness or death in family. |do..... | \$5..... | |
| Syracuse..... | Full pay for limited absence for quarantine, death in family, or court summons. Forfeit half salary for any absence not exceeding 2 weeks in any term. |do..... | High school, regular; elementary, \$2. | |
| Worcester..... | Full pay for absence for death in family. Half pay for absence for personal illness for first week and one-fourth pay thereafter to maximum of 3 weeks. | Temporary. For actual service. | High schools, \$2-\$3.80; elementary schools, \$1-\$1.90. | |
| Washington, D. C. | Forfeits one-half basic pay for each day's absence not exceeding 30 days, and thereafter full basic pay for each actual day of absence. If consecutive absence exceeds 30 days, full basic pay is forfeited up to a total of 60 school days. Temporary teacher must be appointed. No limit as to short terms of absence. |do..... | do..... | |

The conditions stated above for the various cities concerned are merely the general conditions relative to absence for routine causes. They do not include the allowances for educational visiting, etc.

A careful study of the fact given will show, as stated before, that conditions as to maximum amount of absence allowed for illness, etc., are generally more strict in other cities than in Washington, and that the assessment on the teacher is higher elsewhere and that the rate of pay of substitutes is also higher. On the other hand, there is a very distinct recognition of the right of a teacher to a certain amount of absence for illness or pressing emergency with full pay. The more common period of such allowance is 10 days in any one year, with frequently an extra allowance of from 3 to 5 days in case of death in family.

Personally, I am of the opinion that the teacher should be granted a certain period of absence during the school year with full pay, and that this full-pay allowance should be for personal illness, for death in family, or for quarantine. Full pay should also be granted to a teacher who is called into court on cases connected with the public schools. After the expiration of the fixed allowance there should be a second period within which the teacher should be placed either on half pay, or at a reduction in salary equivalent to a fair rate to be paid temporary substitutes. After the expiration of this second period full pay should be deducted.

If teachers are to be allowed absence with full pay, it becomes necessary, of course, to provide a supplemental force of teachers who shall take the place of those absent. These teachers should be on the regular pay roll, serving as regular substitutes on the days when needed and as coaching teachers on other days. The need for coaching teachers is beyond question. I believe fully that it would be administratively sound to combine the coaching and substitute force.

Additional substitute service required when the demand for substitutes is excessive would have to be met by the employment of temporary substitutes, paid at a rate for each day's service. These substitutes could be paid by a special appropriation, if obtainable, or from the assessments against teachers who are absent more than 10 days, or by a combination of the two methods. In the case of our own city, while a majority of teachers are absent for a period less than 10 days, between 250 and 300 during the past year have been absent over the 10-day period. It is noticeable in the study of facts in the above table that in a number of cities at least, as in our own, teachers are assessed the amount paid the substitute. In the city of New Haven it is interesting to note that the teacher deduction is paid into the pension fund, and in that case of Detroit, where no substitute is provided, the deduction also goes to the same fund.

The question of how many substitutes should be placed on the permanent roll in view of the constant shifting of the demand is more

or less a difficult one. It is obvious that the establishment of a permanent roll sufficient to take care of the maximum absences on any one day is impossible. Personally I believe that we should work toward a number at least equal to the maximum average absence. This in the case of the white graded schools is approximately 44, and in the white high schools 12; in the colored graded schools, 25, and in the colored high schools, 6. To this must be added allowances for the special departments and for the normal schools. An effective working force for substitute purposes and for coaching when not employed as substitutes might consist of 75 teachers for the elementary schools, including ungraded and atypical; 25 teachers for the high and normal schools including the special departments, and 15 teachers for the special departments in the grades. A total of 115 teachers. At the present time we must face the proposition in two ways. We must consider a temporary force that will make possible the running of the schools during the coming year without too much interruption to classes, and in the second place we must study the broader proposition of a general force for the school system. The latter will undoubtedly require congressional help.

I believe the general plan should provide for an allowance of at least 10 days with full pay to each teacher for absence on account of genuine illness, pressing emergency, or quarantine, and of further allowance not exceeding 4 days for death in family, and an allowance for time lost when summoned into court on school business. For absence in excess of the limits thus set and not exceeding 30 days, unless extended by special order of the board on recommendation of the superintendent, the teacher's pay should be reduced one-half, if there is a special fund for the payment of substitutes, or by the amount of a fair substitute rate of pay if the teacher's deduction must meet the expense.

The substitutes on the regular roll should have the same qualifications as the regular teachers and should be paid full salary with the longevity allowance. Substitutes on the temporary roll for the elementary schools should be paid a minimum of \$2.50 for days of actual service. If possible the rate should be higher. The minimum rate for the high schools should be \$4.

Pending the securing of sufficient teachers for a regular force of substitutes, the board of education must seriously consider what is necessary to meet the present situation and to secure to the schools some substitute service that is worth while. It has been suggested that a very small allowance of full pay absence might be established at once and that the classes thus left without teachers might be handled by increased assignments of other teachers if the absence occurs in the high schools, and by the extra use of half-day teachers if the absence occurs in the grades. The objection to this is, of

course, the adding to the burdens of teachers who are carrying regular assignments.

If this is not done, the cost to substitute service for short-term absences, as well as for long-term absences, but be met by the teacher, and I fear must be met by an increase of the assessment. Otherwise we shall face the necessity during the coming session of closing classes for lack of proper substitutes and incidentally of assessing the teacher the entire salary for lost time, since service will not have been rendered either directly or indirectly.

TEACHERS' RETIREMENT LAW.

During the past school year the bill for teachers' retirement, referred to in my last annual report, has been finally shaped up and introduced in Congress, and has been passed by the Senate. It is now before the House for consideration. To the extent of actual passage by one House real progress may be said to have been made. It is very essential, however, that pressure should be continued steadily until the bill becomes a law. Every day shows the increasing need for a proper protection of the teacher at the end of her period of efficient service. In the face of the nation-wide shortage of teachers, and in the face of the constant, serious loss by resignation and otherwise, it seems to me that the provision for retirement becomes more and more necessary. I believe that if the proposed bill had become a law early in the current year it would have had some effect at least in checking the lossage of teachers. It seems to me that it is the right of the teacher to have such protection. As I stated last year, the teacher of long years of service for the public, much of it at slight financial recompense, who feels the weight of years and of work pressing heavily upon her, ought to be able to step aside with recognition on the part of the public of the value of the work she has done toward shaping and influencing the lives of the children who are to be the citizens of to-morrow. Certainly it is to the advantage of the schools from every angle that protection should be furnished.

BOARD OF EXAMINERS.

The past war year has placed on the white board of examiners by far the heaviest work in its history. Ordinarily, in addition to the two general examinations of the year, some scattered special examinations and qualifying examinations are held. During this year, however, the record of the board shows an almost continuous series of general and special examinations. Not alone was difficulty experienced in securing candidates for the positions which heretofore have been open in the high-school fields, but the exhaustion of the lists of normal graduates threw upon the examiners the necessity for

obtaining eligible lists of teachers for grade-school positions. In addition, the wonderful development of the night-school work caused a marked increase in the teaching force and necessitated considerable testing in order to secure the people required. Not alone was the burden on the superintendent and on the other members of the board exceptionally severe because of the actual examinations held and because of the time required for them, but the volume of correspondence and preliminary work was extremely heavy. This work fell very largely on the two heads of departments acting on the board. Owing to the low salaries for clerks, the board was even without clerical assistance for a considerable period. Some idea of the pressure is obtained from the fact that for the first-grade examination held in December, 1917, over 400 people made inquiry and had to be answered in writing or verbally. Of this number only four people appeared for examination. Nearly as many inquiries were made in connection with the second examination, and yet only 20 people appeared. Much the same experience followed in connection with other examinations. It became necessary first to reduce the teaching assignments of the heads of departments of the board of examiners and finally to relieve them of all teaching for the balance of the year. Necessarily, also, their departmental work was markedly decreased.

In the colored schools much less difficulty was experienced in keeping up satisfactory lists of eligibles, and no grade shortage developed. The board of examiners for the colored schools had somewhat heavier work than in preceding years, but not to a burdensome degree.

Pressure on the superintendent of schools as chairman of both boards of examiners has been far too heavy, considering the many other duties and responsibilities which he carries. He should have, in my judgment, the general directive control of the examination work, should determine policies, the general range of examinations, and should be free to get in personal touch with the work in any phase and at any time, but he should be relieved of some of the routine work he is now handling. A part of the burden, so far as the superintendent is concerned, comes from the duplication of boards of examiners for the white and colored schools, respectively.

In view of the fact that there is a serious teacher shortage in the country, and that this shortage is likely to continue for a number of years, and to make more or less difficult the obtaining of teachers, thus increasing the work of the board of examiners, and in view of the fact that the pressure of the examinations is so heavy as to interfere with the regular school duties of the members of the board, I believe the time has come for a definite reconstruction of the examining boards in the form of a new organization containing a mem-

bership, part of which devotes its entire time to examining work, and the remainder of which devotes partial time to such work.

In a previous report I called attention to the need for properly organizing educational test and research work as necessary in every large school system. I quote as follows from my report of 1916:

Good digestion is as vital to the strong school system as it is to the strong human being. The school system must not only gather and record facts concerning business transactions, constructive data, and educational data; it must also plan its record systems with judgment and with a view to securing right insight into the efficiency of the system. It must weigh, digest, and assimilate what it gathers. For strong, constructive work, in the leadership of a school system a superintendent must have, in the end, the proper directive and office or field force for such work.

On the educational side there exists a similar need for study of results, for testing and research. The efficiency lesson of the business world must be learned by the educational system. There must be clear and adequate records, always available, of educational results in the schools. Through the use of adequate standards already established, or by the development of standards, there must be a continuous survey of educational production; there must be studies of adjustment of the educational load to the pupil; of the relation of school work to life career; there must be the machinery for the study of all peculiar children; there must be the machinery for the proper gathering and analysis of data of educational procedure and accomplishment elsewhere, that the local system may profit by the experience of the educational world. Such a bureau of testing and research may start in a very limited way with the superintendent and a clerk, but it must develop into a special unit in the headquarters organization, with its direct head, and assistants for field and office work.

The marked development of the vocational and prevocational work, the extension of night schools and vacation schools, the coming readjustments in grades and high schools, due to the development of the junior high-school idea, and a proper development of work for children who need more or less individual attention, make advisable the various educational studies, both preliminary to the establishment of new lines of work, and for testing and weighing results accomplished. It seems to me that the work now carried on by the board of examiners might well be combined with work in the general field of educational testing and research, and that its activities might well be placed under a new board of paid officials.

The present board of examiners, while expert in the general theories of examinations, can not necessarily be expert in every particular subject involved. They must call in to their assistance various expert teachers, heads, and officers for conference, for the correcting of papers, etc. The present board members other than the superintendent have had their large experience in high-school work. In the modern school system, however, there are growing up in addition to the general fields of high school and grade work other specialized lines of educational activity. It seems to me that the

main fields of public education should be represented by experts on the proposed board.

The further reason for the change from the present organization to a specialized board, lies in the need for thorough supervision of high-school work. If high-school heads of departments are to be valuable in their respective fields they must have the time for the work. They can not properly handle the composite duties now resting upon them.

In my judgment the board for examinations and educational research should be headed by the superintendent of schools as chairman. He should not be bound, however, in any sense to the burden of detail work. The real working organization should be made up of a chief examiner, who should be paid the salary of a high official, and of three or four full-time assistant examiners, who should be paid sufficient salary to enable us to draw from the best people in the system. In addition there should be an expert clerk and statistician. In my judgment it would be proper, also, to have available a fund for special service from which additional compensation could be paid to experts in particular fields in the educational system who may be called on to help materially in the work of examination in addition to the regular duties of their educational positions. I believe that a start in the construction of such a board should be taken without delay, and that its development should proceed regularly and systematically. A board so organized would handle all regular examination problems of both the white and colored schools. When not engaged in the work of examining teachers it could be engaged on proper educational research work, and on such testing within the schools as the superintendent may require from time to time. It could also handle such examinations as the district government requests our present board to handle. Illustrations of this are the examinations for firemen, for candidates for West Point and Annapolis, etc.

BUSINESS DEPARTMENT.

The office of finance and accounts and the educational offices handling business matters were very seriously overtaxed during the past year. Business increased steadily and had to be done with a clerical force too small for even normal conditions. It was not possible to hold experienced clerks, or to fill the places of those who resigned with trained people. Upon the business office proper the war placed an exceedingly heavy burden. The changes in pay rolls alone requiring adjustment of accounts and modifications of rolls, increased 70 per cent over the previous year. The total changes being 3,426, the actual number of pay rolls increasing from 125 to 245. The number of requisitions increased heavily. In fact this was true of all lines

of work requiring records and correspondence. Difficulties in securing fuel and general supplies caused a great increase in the number of small requisitions and a consequent increase in time for work of this type. The high cost of supplies and the difficulties in securing certain supplies added heavily to the work of those who handle the business end of school work. Considerable credit is due Mr. Jacobs and the clerical force of the administrative offices generally for the work well done under trying circumstances.

The lack of a properly paid and sufficiently large clerical force has been a very serious handicap in the meeting of the difficult situations created by the growth of the city and by unusual war conditions. Our salary scale has not been sufficiently large to attract a proper proportion of trained people; and there are not positions enough available to provide at all times the force needed to keep the work going smoothly and evenly. A considerable volume of business is necessarily placed upon the officers whose work should be largely, if not entirely, educational in character, and they, and the clerks under them, have been handicapped somewhat in their particular fields of activity by business demands. From time to time, as shown in the preceding reports of the present superintendent, steps have been taken to systematize and properly organize the business of the school system. In large measure I find that the records and procedure are sound and that the only lack is a sufficient force to keep the work moving satisfactorily and to apply the proper checks.

As superintendent of schools I feel especially the need for additional help of a high order in the business department. The superintendent is charged with the general oversight of the business side of school affairs and properly so since the business and educational interests of the schools are undoubtedly joined together. Much that must be done in a business way is done in order that the educational work for which the schools exist may be carried on effectively. The superintendent should be in close touch with the business force, familiar with general policies, plans, and procedures, and ready to direct the work in a general way, as he determines other general policies. He should not have to be handicapped, as at present, by the constant reference to him of endless minor business matters and by the necessity of signing or passing upon of hundreds or thousands of requisitions and special requests. In my opinion, his time can be more effectively spent in promoting the general value of the public-school system to the community if he is relieved of much of the detail work which he now handles, at the expense of certain educational work. I believe that there should be added to the staff of general officers of the system a new officer, having the title of assistant superintendent in charge of business, who shall have direction of the busi-

ness force of the schools, under the superintendent. He should have sufficiently high rank and pay to give him proper authority and to establish his place as a member of the small group of general officers directly responsible to the superintendent as chief administrative officer. He should be a highly capable business man who has at the same time some appreciation of educational values. Such an officer could relieve the superintendent and other general officers of the system of many matters of a business nature and of much detail of business administration. As a general officer in the administrative cabinet of the superintendent, he could take part in the regular conferences the superintendent holds, representing the business side in such conferences on such matters which involve both educational interests and business procedure. I hope that the board of education will see fit to recommend the establishment of this office.

I still feel the need for relief from the legislation which restricts the use of certain sections of the Franklin School for administrative purposes. The school system is so large and its interests so varied as to require a building at least of the size of the Franklin in order to house at a central point all of the offices which ought to be so located. The Franklin School is the recognized headquarters for school affairs, yet many patrons who think the offices with which they have to deal are located there must be sent elsewhere. In my judgment, all officers having what might be termed general jurisdiction throughout the school system should be centralized so far as possible at the Franklin School. Certain offices are requiring more space, as in the case of the community centers. From time to time other offices will be established. I believe that the board should have full authority to adjust the use of the building to the best advantage of the school system.

An investigation made by the superintendent during the past year shows that the efficiency of school headquarters could be increased by the formal establishment of a bureau of information within the building. The steady growth of the city, the large number of strangers calling for information, and the development of new lines of educational work have all tended to bring upon the school headquarters a tremendous volume of general requests. These are made in person and by telephone.

At present they are answered in considerable measure by reference to different offices. Most of the questions, however, could be answered by a central office definitely established for the purpose. I believe that the information work could be combined with the regular switchboard work, by the establishment of a small office located apart from the other offices of the building. The present switchboard operator is seriously overburdened with the volume of calls received from outside and made necessary by the work of the administrative

offices. Calls have reached to a total 1,200 a day, the vast majority of which are calls for information, or outgoing calls distributing orders and directions. This volume is altogether too heavy for one person to handle. I believe that without delay an additional clerk should be assigned to assist the operator in charge so as to relieve this pressure, and with these two people form the nucleus of an information force. Their work will undoubtedly lead to less interruption and to greater efficiency in the other offices of the building. Mrs. Wisener, who is handling the switchboard business, has been remarkably efficient in meeting the situation and has accumulated very considerable information concerning the system and its activities, and as head information clerk she could be relieved to considerable extent of the switchboard pressure and at the same time serve most efficiently in charge of the office.

As stated in my previous report, there is very serious need for the supplying of additional clerical help at the largest high schools and in the offices of the supervising principals. Under the provisions of the bill now pending some help will be obtained and it will be possible to begin the assignment of clerks to some of the supervising principals. I hope that the board will see its way clear to make estimates for additional clerks to supply clerical service to the balance.

FORM OF THE ANNUAL REPORT.

I have been giving some consideration during the past year to the contents of the annual report. In going over the reports of the principals, directors, and other officers, I find a certain amount of duplication and also some material which it does not seem to me need occupy space in a permanent record. Very much material, however, that is really worth reading is hidden away in individual reports where it is not easily located. On the other hand, certain officers find themselves restricted in the presenting of certain facts they would like to present more in detail, because of the necessity of keeping the entire volume of reports within moderate limits. I believe that better results will be obtained and that the work of the schools could be presented more effectively if a change were made in the reports of the educational officers other than the superintendent and the two assistant superintendents. I am inclined to favor directing the officers and principals of the system to file in the superintendent's office at the end of each school year a complete detailed report of any factors of accomplishment and any recommendations they may desire to put before the general administrative authorities. I recommend that then a consolidation be made into one unified report of all material from these individual reports which seems especially worth placing in permanent form. This consoli-

dation might well be made by the respective assistant superintendents and added as a section of their reports. The original detailed reports could be kept on file in the office of the superintendent for his consideration and for consideration of the members of the board of education. This plan will result in placing a connected statement of the activities of the schools before the public in a form in which it can be easily consulted. It will leave the superintendent and general officers of the system free to comment as heretofore on any matters contained in the individual reports and to go into detailed discussion of any special features to which it seems desirable to give special weight.

BUILDINGS.

During the past year relatively little has been accomplished in the way of new building construction for the public schools. The Elizabeth V. Brown School, at Chevy Chase, has approached completion, and we hope to be able to use it during the coming school year. Other building projects were practically stopped owing to the fact that the marked increase in the cost of materials and labor have made it impossible to place contracts for construction coming either within the original appropriation or the original and supplemental appropriations thus far granted. Through an informal understanding with Congress, it is probable that for the present the special needs in the way of buildings will be largely met by portable school buildings. The District bill, which has not become a law at the time of the writing of this report, provides for 60 portables to meet present crowded conditions. It is to be regretted, of course, that much we desire and require in the way of permanent structure must be delayed, but every effort will be made to use to the best advantage such facilities as are provided.

In submitting this report I desire to acknowledge especially the very cordial spirit and cooperation which have been shown by the officers and teachers, and other employees of the school system, and by the community at large during the trying year which has just passed. War conditions have constantly created unusual and trying situations, which have tested the school organization at all points, and which would have made for constant difficulties had it not been for the willingness of each one called upon to do his work to the best of his ability, and with little thought of self. To the administrative officers, teaching force, and business force have come very heavy demands, but these have been met and solved splendidly, because of the spirit which our people have shown. The public, also, has shown unusual consideration, realizing to some degree the conditions we are laboring under. I deem is a great pleasure and a very unusual

privilege to work in such relations in the education of the children of the District of Columbia.

I desire to express my most sincere appreciation of the support and cooperation of the board of education in the meeting of such problems as the superintendent placed before them. I appreciate most heartily the cordial support and the valuable advice of the acting president of the board, with whom the school problems of the present war kept me in constant contact. The smooth running of the school system in the face of the most unusual stress we have had to meet, has been made possible by cooperation all along the line. I recognize the very genuine interest which the members of the board have in the many educational problems of the system, and the splendid and willing service they rendered so freely to the community.

Respectfully submitted.

ERNEST L. THURSTON,
Superintendent of Schools.

REPORT OF THE OFFICE OF STATISTICS AND PUBLICATIONS.

SIR: I have the honor to submit herewith the statistics of the public schools of the District of Columbia for the school year ending June 30, 1918.

DAY-SCHOOL ENROLLMENT.

The number of pupils enrolled in the day schools was 61,536—43,345 white and 18,191 colored. This shows an increase of 1,252, or 2.07 per cent more than that of the previous year. From a comparison with the attendance, however, it is apparent that this increased number remained in school for only a short while.

The average enrollment was 51,748.3, or 1.78 per cent decrease.

The average number of pupils in daily attendance was 47,838.6, or 3.34 per cent decrease.

The percentage of attendance was 92.4.

Attention is called to the figures presented by the following table, which is of interest from the fact that it seriously justifies the announcement that, of the 64,417 children between the ages of 6 and 17 years in the District of Columbia, 11,635 of them were not in attendance upon instruction in any school in the District of Columbia during the school year just closed.

| | |
|--|--------|
| Number of children in the District of Columbia between the ages of 6 and 17 years, United States Census, 1900 | 55,885 |
| Number of children in the District of Columbia between the ages of 6 and 17 years, United States Census, 1910 | 60,625 |
| Estimated increase for eight years | 3,792 |
| Total estimated number of children in the District of Columbia between the ages of 6 and 17 years during the year | 64,417 |
| Estimated number of children between the ages of 6 and 17 years in attendance upon the public schools during the year | 47,665 |
| Estimated number of children between the ages of 6 and 17 years in attendance upon the private and parochial schools who were not in attendance upon any public school during the year | 5,117 |
| Total estimated number of children between the ages of 6 and 17 years in attendance upon instruction in all schools in the District of Columbia during the year | 52,782 |
| Total estimated number of children between the ages of 6 and 17 years not attending schools of any kind during the year | 11,635 |

NIGHT-SCHOOL ENROLLMENT.

There were enrolled in the night schools 8,768 pupils, of whom 6,854 were white and 1,914 colored, who were taught by 187 teachers,

including director and assistant director—104 white and 83 colored. There were 72 male teachers—39 white and 33 colored (including 2 male directors—1 director white, and 1 assistant director colored), and 115 female teachers—65 white and 50 colored.

The night schools were taught in buildings used for day schools and were in session an average of 84.1 nights.

THE OATH OF OFFICE.

The number of oaths of office administered by me to persons occupying teacherships and other positions, both permanent and temporary, during the school year is as follows, viz: Attendance officers, 1; caretakers, 15; charwomen, 1; clerks, 17; coal passers, 4; community-center employees, 21; engineers, 9; firemen, 6; janitors, 77; laborers, 115; librarians, 3; matrons, 8; nurses, 4; playground employees, 27; stenographers, 1; supervising principals, 1; superintendent of janitors, 1; teachers, day and night, 635; teachers, summer, 45; watchmen, 1; total, 992. They were distributed over the school year as follows:

| | Total. | | Total |
|-----------------|--------|--------------------|-------|
| July, 1917..... | 89 | January, 1918..... | 74 |
| August..... | 11 | February..... | 51 |
| September..... | 92 | March..... | 35 |
| October..... | 304 | April..... | 42 |
| November..... | 135 | May..... | 49 |
| December..... | 71 | June..... | 39 |

The accompanying form, Form 62, is a copy of the required oath:

UNITED STATES OF AMERICA,
District of Columbia.

I, _____, having been duly appointed
(Name.)
by the board of education of the District of Columbia, _____, in the public schools of the District of Columbia, do solemnly swear that I will support the Constitution of the United States and faithfully discharge the duties of the aforesaid office; and that I have neither promised or paid, nor has any one to my knowledge promised or paid, any monetary or other valuable consideration to any person for influence or other assistance in securing my appointment or promotion.

-----,
Sworn to and subscribed before me this _____ day of _____,
19____.

-----,
Notary Public for the District of Columbia.

AFFIDAVITS.

The number of affidavits executed by me to accompany the following is as follows: Cooking bills, 151; free entry of alcohol for use of schools, 2; placing of teachers in groups and classes, 48; students'

record, 4; miscellaneous, 4; total, 209. These were distributed over the year as follows:

| | Total. | | Total. |
|-----------------|--------|--------------------|--------|
| July, 1917..... | 7 | January, 1918..... | 46 |
| August..... | 3 | February..... | 13 |
| September..... | 2 | March..... | 19 |
| October..... | 7 | April..... | 13 |
| November..... | 29 | May..... | 32 |
| December..... | 7 | June..... | 31 |

I beg to submit the following from my report for the last school year, and ask that some serious consideration be given to furnishing assistance and proper remuneration for the work of this office:

To compile the above records requires an immense amount of labor and superior technical skill, from a knowledge of which it must be apparent that at least two additional clerks are necessary. I would, therefore, recommend that two clerks, at \$900 per annum each, be appointed to assist in the work of this office.

Detailed information in tabular form is herewith presented:

STATISTICS OTHER THAN FISCAL FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1918.

1. Schooleensus: Ages, 5 to 17 years. Date of census, U. S. Census, 1910. Number of children enumerated
Males, 32,389; females, 33,478; total, 65,867.
2. Estimated number of pupils of school census age in parochial and private schools who were not enrolled during the year in public schools: Males, 2,342; females, 2,775; total, 5,117.

| | Total. | Elementary (including kindergarten and voca- tional). | Secondary (high and normal). |
|--|--------------|---|------------------------------------|
| 3. Superintendents and assistant superintendents, whose duties are mainly connected with the general control of the system..... | 3 | ..... | ..... |
| 4. Supervising principals, principals of groups and districts, and principals of buildings or similar units, including only those persons devoting half or more than half of their time to the control or administration and supervision of instruction..... | 24 | 15 | 9 |
| 5. Supervisors, whose duties are mainly connected with the supervision of instruction of special subjects and grades, including only those who devote half or more than half of their time to supervision..... | 18 | 18 | ..... |
| 6. Number of different individuals employed as teachers: Males..... Females..... | 219 1,636 | 92 1,409 | 127 227 |
| 7. Number of teaching positions (number of teachers necessary to supply the schools)..... | 1,855 | 1,501 | 354 |
| 8. Enrollment of pupils (net registration, excluding duplicates): Males..... Females..... | 1,828 | 1,483 | 345 |
| 9. Aggregate attendance (total number of days attended by all pupils)..... | 29,717 | 26,500 | 3,217 |
| 10. Average daily attendance..... | 31,819 | 27,626 | 4,193 |
| 11. Number of days the public schools were actually in session..... | 61,536 | 54,126 | 7,410 |
| 12. Number of school buildings or units of plant, not including portable or temporary structures operated as part of a permanent building..... | 8,270,461 | 7,241,847.5 | 1,028,613.5 |
| 13. Number of schoolrooms..... | 47,838.6 | 41,860.2 | 5,978.4 |
| 14. Number of sittings or seats for study..... | 172.8 | 173 | 172 |
| | 152 | 143 | 9 |
| | 1,402 | 1,206 | 196 |
| | 56,844 | 49,544 | 7,300 |

15. Number of buildings not used for schools or special activities, occupied as office buildings, warehouses, etc., none.
16. Number of public high schools in buildings not occupied also by elementary grades, all.
17. Number of public high schools belonging to the city system, 7; normal schools, 2; vocational schools, or schools for industries, 3; special schools, such as schools for the blind, deaf, feeble-minded, delinquents, dependents, etc.; Atypical, ungraded, fresh air, and coaching.
18. Number of special activities connected with the school system: School gardens, vacation schools, playgrounds, and community centers.
19. Number of librarians and assistants employed in school libraries, 10.
20. Number of school physicians employed, 12; number of dentists, 2; number of school nurses, 5.
21. Number of truant officers, 5. Their average salary: \$740.
22. Number of teachers employed in the public evening schools: Males, 72; females, 115; total, 187. Number of these also in public day schools: Males, 51; females, 64; total, 115.
23. Number of pupils enrolled in the public evening schools: Males, 4,262; females, 4,506; total, 8,768. Number of these pupils also enrolled, sometime during the year, in public day schools: Males, none; females, none; total, none.
24. Number of public kindergarten teachersemployed,157.
25. Number of children enrolled in the public kindergartens: Males, 1,990; females, 2,099; total, 4,089.
26. Length of school term provided by law or regulation, not omitting holidays, etc., 36 weeks.

PUPILS ENROLLED.

| | | | |
|-------------------------|---------------|----------------|---------------|
| White pupils: | | Male pupils: | |
| Male..... | 21,498 | White..... | 21,498 |
| Female..... | <u>21,847</u> | Colored..... | <u>8,219</u> |
| | <u>43,345</u> | | <u>29,717</u> |
| Colored pupils: | | Female pupils: | |
| Male..... | 8,219 | White..... | 21,847 |
| Female..... | <u>9,972</u> | Colored..... | <u>9,972</u> |
| | <u>18,191</u> | | <u>31,819</u> |
| | | Male. | Female. |
| | | | Total. |
| Pupils in— | | | |
| Elementary schools..... | 26,389 | 27,413 | 53,802 |
| Secondary schools..... | 3,209 | 3,988 | 7,197 |
| Normal schools..... | 8 | 205 | 213 |
| Vocational schools..... | 111 | 213 | 324 |
| Total..... | <u>29,717</u> | <u>31,819</u> | <u>61,536</u> |

PER CENT OF TEACHERS.

The per cent of all teachers was: White, male 5.55, female 62.37, total 67.92; colored, male 6.26, female 25.82, total 32.08; distributed as follows:

| | White. | | | Colored. | | | Total. | | |
|------------------------------------|--------|---------|--------|----------|---------|--------|--------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| Elementary..... | 0.38 | 48.03 | 48.41 | 2.15 | 20.76 | 22.91 | 2.53 | 68.79 | 71.32 |
| Secondary..... | 4.10 | 8.89 | 12.99 | 2.59 | 1.94 | 4.53 | 6.69 | 10.83 | 17.52 |
| Normal..... | .97 | .97 | .97 | .16 | .43 | .59 | .16 | 1.40 | 1.56 |
| Vocational..... | .10 | .33 | .43 | .49 | .59 | 1.08 | .59 | .92 | 1.51 |
| Special and other departments..... | .97 | 4.15 | 5.12 | .87 | 2.10 | 2.97 | 1.84 | 6.25 | 8.09 |
| Total..... | 5.55 | 62.37 | 67.92 | 6.26 | 25.82 | 32.08 | 11.81 | 88.19 | 100.00 |

The per cent of white teachers was: Male 8.18, female 91.82, distributed as follows:

| | Male. | Female. | Total. |
|------------------------------------|-------|---------|--------|
| Elementary..... | 0.56 | 70.71 | 71.27 |
| Secondary..... | 6.03 | 13.10 | 19.13 |
| Normal..... | | 1.43 | 1.43 |
| Vocational..... | .16 | .47 | .63 |
| Special and other departments..... | 1.43 | 6.11 | 7.54 |
| Total..... | 8.18 | 91.82 | 100.00 |

The per cent of colored teachers was: Male 19.50, female 80.50, distributed as follows:

| | Male. | Female. | Total. |
|------------------------------------|-------|---------|--------|
| Elementary..... | 6.72 | 64.71 | 71.43 |
| Secondary..... | 8.07 | 6.05 | 14.12 |
| Normal..... | .51 | 1.34 | 1.85 |
| Vocational..... | 1.51 | 1.85 | 3.36 |
| Special and other departments..... | 2.69 | 6.55 | 9.24 |
| Total..... | 19.50 | 80.50 | 100.00 |

There were employed 1,855 teachers, as follows:

| | Male. | Female. | Total. |
|---------------------------------|------------|--------------|--------------|
| First nine divisions..... | | | |
| Tenth-thirteenth divisions..... | 103 116 | 1,157 479 | 1,260 595 |
| Total..... | 219 | 1,636 | 1,855 |
| White teachers..... | | | |
| Colored teachers..... | 103 116 | 1,157 479 | 1,260 595 |
| Total..... | 219 | 1,636 | 1,855 |

Teachers were distributed as follows:

| | White. | | | Colored. | | | Total. | | |
|------------------------------------|--------|---------|--------|----------|---------|--------|--------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| | | | | | | | | | |
| Elementary..... | 7 | 891 | 898 | 40 | 385 | 425 | 47 | 1,276 | 1,323 |
| Secondary..... | 78 | 165 | 241 | 48 | 36 | 84 | 124 | 201 | 325 |
| Normal..... | | | | 3 | 8 | 11 | 3 | 26 | 29 |
| Vocational..... | 2 | 6 | 8 | 9 | 11 | 20 | 11 | 17 | 28 |
| Special and other departments..... | 18 | 77 | 95 | 16 | 39 | 55 | 34 | 116 | 150 |
| Total..... | 103 | 1,157 | 1,260 | 116 | 479 | 595 | 219 | 1,636 | 1,855 |

The whole number of pupils enrolled in the different night schools was as follows:

NIGHT SCHOOLS.

| Night schools. | Male. | Female. | Total. |
|----------------------------------|-------|---------|--------|
| Elementary: | | | |
| White, graded— | | | |
| Henry..... | 153 | 43 | 196 |
| Jefferson..... | 105 | 60 | 165 |
| Park View..... | 21 | 147 | 168 |
| Smallwood..... | 70 | 85 | 155 |
| Thomson..... | 262 | 82 | 344 |
| Special— | | | |
| Central High night printing..... | 115 | 16 | 131 |
| 1322 Maryland Avenue NE..... | | 64 | 64 |
| Northeast Industrial..... | | 99 | 99 |
| 218 Third Street NW..... | | 64 | 64 |
| Wilson Normal..... | 66 | 289 | 357 |
| Total..... | 794 | 949 | 1,743 |
| Colored, graded— | | | |
| Birney..... | 40 | 76 | 116 |
| Burville..... | 15 | 19 | 34 |
| Deanwood..... | 12 | 12 | 24 |
| Garfield..... | 32 | 31 | 63 |
| Garnet-Phelps..... | 164 | 306 | 470 |
| Lovejoy..... | 35 | 40 | 75 |
| Phillips..... | 12 | 52 | 64 |
| Randall..... | 31 | 37 | 68 |
| Reno..... | 14 | 58 | 72 |
| Stevens..... | 73 | 121 | 194 |
| Special— | | | |
| Cardozo Vocational..... | 59 | 38 | 97 |
| Total..... | 487 | 790 | 1,277 |
| Total elementary..... | 1,281 | 1,739 | 3,020 |
| Secondary: | | | |
| White— | | | |
| Business High..... | 721 | 1,780 | 2,501 |
| Eastern High..... | 326 | 181 | 507 |
| McKinley High..... | 1,608 | 495 | 2,103 |
| Total..... | 2,655 | 2,456 | 5,111 |
| Colored— | | | |
| Armstrong High..... | 122 | 142 | 264 |
| Dunbar High..... | 204 | 169 | 373 |
| Total..... | 326 | 311 | 637 |
| Total secondary..... | 2,981 | 2,767 | 5,748 |
| Grand total..... | 4,262 | 4,506 | 8,768 |

The relative number of pupils enrolled in the different grades of schools is shown by the following:

| | White. | Colored. | Total. |
|-----------------------------------|--------|----------|--------|
| Elementary: | | | |
| Kindergarten..... | 2,859 | 1,230 | 4,089 |
| Primary..... | 19,431 | 9,707 | 29,138 |
| Grammer..... | 15,097 | 5,054 | 20,151 |
| Undraged..... | 238 | 186 | 424 |
| Secondary: | | | |
| Academic high..... | 3,565 | 1,017 | 4,582 |
| Business high..... | 930 | 197 | 1,127 |
| Manual training high..... | 989 | 499 | 1,488 |
| Normal..... | 97 | 116 | 213 |
| Vocational..... | 139 | 185 | 324 |
| Total..... | 43,345 | 18,191 | 61,536 |
| Per cent of whole enrollment..... | 70.44 | 29.56 | 100.00 |

The day schools were in session 172.8 days.

Attendance of white and colored schools.

| | White. | Colored. | Total. |
|--|----------|----------|----------|
| Whole enrollment: | | | |
| Elementary..... | 37,625 | 16,177 | 53,802 |
| Secondary..... | 5,484 | 1,713 | 7,197 |
| Normal..... | 97 | 116 | 213 |
| Vocational..... | 139 | 185 | 324 |
| Total..... | 43,345 | 18,191 | 61,536 |
| Increase for the year..... | 1,659 | 1,407 | 1,252 |
| Per cent of increase..... | 3.97 | 1.218 | 2.07 |
| Average enrollment: | | | |
| Elementary..... | 31,309.3 | 13,751.0 | 45,060.3 |
| Secondary..... | 4,822.0 | 1,426.1 | 6,248.1 |
| Normal..... | 83.3 | 97.0 | 180.3 |
| Vocational..... | 129.5 | 130.1 | 259.6 |
| Total..... | 36,344.1 | 15,404.2 | 51,748.3 |
| Increase for the year..... | 1,212.4 | 1,727.9 | 1,940.3 |
| Per cent of increase..... | 1.58 | 1.450 | 1.78 |
| Average attendance: | | | |
| Elementary..... | 28,846.6 | 12,776.9 | 41,623.5 |
| Secondary..... | 4,491.6 | 1,313.5 | 5,805.1 |
| Normal..... | 79.8 | 93.5 | 173.3 |
| Vocational..... | 121.2 | 115.5 | 236.7 |
| Total..... | 33,530.2 | 14,299.4 | 47,838.6 |
| Increase for the year..... | 1,794.7 | 1,860.7 | 1,655.4 |
| Per cent of increase..... | 1.231 | 1.567 | 1.334 |
| Whole enrollment: | | | |
| Boys..... | 21,498 | 8,219 | 29,717 |
| Girls..... | 21,844 | 9,972 | 31,819 |
| Total..... | 43,345 | 18,191 | 61,536 |
| In the night schools..... | 4,262 | 4,506 | 8,768 |
| Grand total..... | 47,607 | 22,697 | 70,304 |
| School buildings: ² | | | |
| Elementary..... | 89 | 45 | 134 |
| Secondary..... | 5 | 2 | 7 |
| Normal..... | 1 | 1 | 2 |
| Vocational..... | 1 | 2 | 3 |
| Special, etc..... | 5 | 1 | 6 |
| Total..... | 101 | 51 | 152 |
| Schoolrooms: | | | |
| Elementary..... | 3795 | 359 | 1,154 |
| Secondary..... | 147 | 45 | 192 |
| Normal..... | 2 | 2 | 4 |
| Vocational..... | 8 | 12 | 20 |
| Special, etc..... | 28 | 4 | 32 |
| Total..... | 980 | 422 | 1,402 |
| Number of teachers: | | | |
| Male..... | 103 | 116 | 219 |
| Female..... | 1,157 | 479 | 1,636 |
| Total..... | 1,260 | 595 | 1,855 |
| Night schools..... | 104 | 83 | 187 |
| Grand total..... | 1,364 | 678 | 2,042 |
| Cost of tuition per pupil, including supervision, based on average enrollment..... | | | \$43.60 |
| Cost per pupil for all expenses, except outlays based on the average enrollment..... | | | \$54.64 |

¹ Decrease.

² Not including rented buildings, portable buildings, abandoned buildings, and those razed to the ground.

³ Including Industrial Home, not owned by the District of Columbia.

⁴ Including Orphans' Home, not owned by the District of Columbia.

⁵ Rooms only used for normal school students' classrooms.

The whole number of classes below the high schools was as follows:

| | White. | Colored. | Total. |
|------------------------|--------|----------|--------|
| Elementary: | | | |
| Kindergarten..... | 57 | 29 | 86 |
| Primary— | | | |
| First grade..... | 115 | 62 | 177 |
| Second grade..... | 116 | 67 | 183 |
| Third grade..... | 101 | 50 | 151 |
| Fourth grade..... | 106 | 53 | 159 |
| Total..... | 438 | 232 | 670 |
| Grammar— | | | |
| Fifth grade..... | 95 | 39 | 134 |
| Sixth grade..... | 95 | 37 | 132 |
| Seventh grade..... | 83 | 31 | 114 |
| Eighth grade..... | 77 | 27 | 104 |
| Total..... | 350 | 134 | 484 |
| Ungraded: | | | |
| Coaching..... | 18 | 10 | 28 |
| | 2 | 2 | 4 |
| Grand total..... | 865 | 407 | 1,272 |
| SUMMARY. | | | |
| Kindergarten..... | 57 | 29 | 86 |
| Half-day schools..... | 231 | 129 | 360 |
| Whole-day schools..... | 557 | 237 | 794 |
| Ungraded..... | 18 | 10 | 28 |
| Coaching..... | 2 | 2 | 4 |
| Grand total..... | 865 | 407 | 1,272 |

The average enrollment of pupils to the class, based on the whole enrollment, was as follows:

| | White. | Colored. | Total. |
|---|-------------------|-------------------|-------------------|
| Elementary: | | | |
| Kindergarten..... | 50.1 | 42.4 | 47.5 |
| Primary— | | | |
| First grade..... | 50.2 | 54.7 | 51.7 |
| Second grade..... | 41.2 | 35.9 | 39.3 |
| Third grade..... | 47.3 | 45.2 | 46.6 |
| Fourth grade..... | 43.7 | 37.5 | 41.7 |
| Grammar— | | | |
| Fifth grade..... | 47.5 | 44.3 | 46.5 |
| Sixth grade..... | 42.9 | 35.5 | 40.8 |
| Seventh grade..... | 42.2 | 35.4 | 40.4 |
| Eighth grade..... | 38.8 | 33.8 | 37.5 |
| Ungraded..... | 13.2 | 18.6 | 15.1 |
| Secondary: | | | |
| Academic high ¹ | 25.6 | 23.6 | 25.1 |
| Business high ¹ | 21.1 | 23.8 | 22.5 |
| Manual training high ¹ | 18.6 | 15.1 | 17.3 |
| Normal ² | ² 43.1 | ² 38.9 | ² 41.5 |
| Vocational..... | 19.8 | 10.2 | 12.9 |
| SUMMARY. | | | |
| Elementary ³ | 41.1 | 40.5 | 42.9 |
| Secondary ¹ | 23.2 | 20.8 | 22.6 |
| Normal ¹ | ² 43.1 | ² 38.9 | ² 41.5 |
| Vocational..... | 19.8 | 10.2 | 12.9 |

¹ To the teacher, excluding the principal.

² Including normal practice classes.

³ Including coaching teachers.

Whole enrollment of pupils in the several kinds and grades in the District for the school year ending June 30, 1918.

| | White. | Colored. | Total. |
|-----------------------|--------|----------|--------|
| Elementary: | | | |
| Kindergarten..... | 2,859 | 1,230 | 4,089 |
| Primary— | | | |
| First grade..... | 5,573 | 3,284 | 8,857 |
| Second grade..... | 4,619 | 2,338 | 6,957 |
| Third grade..... | 4,687 | 2,171 | 6,858 |
| Fourth grade..... | 4,552 | 1,914 | 6,466 |
| Total..... | 19,431 | 9,707 | 29,138 |
| Grammar— | | | |
| Fifth grade..... | 4,514 | 1,728 | 6,242 |
| Sixth grade..... | 4,082 | 1,314 | 5,396 |
| Seventh grade..... | 3,508 | 1,099 | 4,607 |
| Eighth grade..... | 2,993 | 913 | 3,906 |
| Total..... | 15,097 | 5,054 | 20,151 |
| Ungraded..... | 238 | 186 | 424 |
| Secondary: | | | |
| Academic high— | | | |
| Ninth grade..... | 1,345 | 485 | 1,830 |
| Tenth grade..... | 1,016 | 267 | 1,283 |
| Eleventh grade..... | 675 | 151 | 826 |
| Twelfth grade..... | 529 | 114 | 643 |
| Total..... | 3,565 | 1,017 | 4,582 |
| Business high— | | | |
| Ninth grade..... | 571 | 145 | 716 |
| Tenth grade..... | 254 | 26 | 280 |
| Eleventh grade..... | 61 | 18 | 79 |
| Twelfth grade..... | 44 | 8 | 52 |
| Total..... | 950 | 197 | 1,127 |
| Manual training high— | | | |
| Ninth grade..... | 385 | 210 | 595 |
| Tenth grade..... | 244 | 131 | 375 |
| Eleventh grade..... | 190 | 89 | 279 |
| Twelfth grade..... | 170 | 69 | 239 |
| Total..... | 989 | 499 | 1,488 |
| Normal: | | | |
| Thirteenth grade..... | 38 | 52 | 90 |
| Fourteenth grade..... | 59 | 64 | 123 |
| Total..... | 97 | 116 | 213 |
| Vocational..... | 139 | 185 | 324 |
| Grand total..... | 43,345 | 18,191 | 61,536 |

The whole enrollment of the white and colored pupils, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1918, was as follows:

| | Boys. | Girls. | Total. | Per cent. |
|-----------------------|--------|--------|--------|-----------|
| Elementary: | | | | |
| Kindergarten..... | 1,990 | 2,099 | 4,089 | 6.64 |
| First grade..... | 4,627 | 4,230 | 8,857 | 14.39 |
| Second grade..... | 3,628 | 3,329 | 6,957 | 11.31 |
| Third grade..... | 3,402 | 3,456 | 6,858 | 11.14 |
| Fourth grade..... | 3,171 | 3,295 | 6,466 | 10.51 |
| Fifth grade..... | 2,994 | 3,248 | 6,242 | 10.14 |
| Sixth grade..... | 2,542 | 2,854 | 5,396 | 8.77 |
| Seventh grade..... | 2,029 | 2,578 | 4,607 | 7.48 |
| Eighth grade..... | 1,686 | 2,220 | 3,906 | 6.35 |
| Ungraded..... | 320 | 104 | 424 | .69 |
| Secondary: | | | | |
| Ninth grade..... | 1,394 | 1,747 | 3,141 | 5.10 |
| Tenth grade..... | 863 | 1,075 | 1,938 | 3.15 |
| Eleventh grade..... | 548 | 636 | 1,184 | 1.93 |
| Twelfth grade..... | 404 | 530 | 934 | 1.52 |
| Normal: | | | | |
| Thirteenth grade..... | 3 | 87 | .90 | .15 |
| Fourteenth grade..... | 5 | 118 | 123 | .20 |
| Vocational: | | | | |
| Total..... | 29,717 | 31,819 | 61,536 | 100.00 |
| SUMMARY. | | | | |
| Kindergarten..... | 1,990 | 2,099 | 4,089 | 6.64 |
| Primary..... | 14,828 | 14,310 | 29,138 | 47.35 |
| Grammar..... | 9,251 | 10,900 | 20,151 | 32.74 |
| Ungraded..... | 320 | 104 | 424 | .69 |
| Secondary..... | 3,209 | 3,988 | 7,197 | 11.70 |
| Normal..... | 8 | 205 | 213 | .35 |
| Vocational..... | 111 | 213 | 324 | .53 |
| Total..... | 29,717 | 31,819 | 61,536 | 100.00 |

The whole enrollment of white pupils in the public schools of the District of Columbia, by grades, for the school year ending June 30, 1918, was as follows:

| | Boys. | Girls. | Total. | Per cent. |
|-----------------------|--------|--------|--------|-----------|
| Elementary: | | | | |
| Kindergarten..... | 1,410 | 1,449 | 2,859 | 6.60 |
| First grade..... | 2,922 | 2,651 | 5,573 | 12.86 |
| Second grade..... | 2,405 | 2,214 | 4,619 | 10.66 |
| Third grade..... | 2,339 | 2,348 | 4,687 | 10.81 |
| Fourth grade..... | 2,323 | 2,229 | 4,552 | 10.50 |
| Fifth grade..... | 2,300 | 2,214 | 4,514 | 10.41 |
| Sixth grade..... | 2,009 | 2,073 | 4,082 | 9.42 |
| Seventh grade..... | 1,595 | 1,913 | 3,508 | 8.09 |
| Eighth grade..... | 1,358 | 1,635 | 2,993 | 6.91 |
| Ungraded..... | 189 | 49 | 238 | .55 |
| Secondary: | | | | |
| Ninth grade..... | 1,100 | 1,201 | 2,301 | 5.31 |
| Tenth grade..... | 699 | 824 | 1,514 | 3.49 |
| Eleventh grade..... | 446 | 480 | 926 | 2.14 |
| Twelfth grade..... | 340 | 403 | 743 | 1.71 |
| Normal: | | | | |
| Thirteenth grade..... | 38 | 38 | .90 | |
| Fourteenth grade..... | 59 | 59 | .13 | |
| Vocational: | | | | |
| Total..... | 21,498 | 21,847 | 43,345 | 100.00 |
| SUMMARY. | | | | |
| Kindergarten..... | 1,410 | 1,449 | 2,859 | 6.60 |
| Primary..... | 9,989 | 9,442 | 19,431 | 44.83 |
| Grammar..... | 7,262 | 7,835 | 15,097 | 34.83 |
| Ungraded..... | 189 | 49 | 238 | .55 |
| Secondary..... | 2,576 | 2,908 | 5,484 | 12.65 |
| Normal..... | 97 | 97 | .22 | |
| Vocational..... | 72 | 67 | 139 | .32 |
| Total..... | 21,498 | 21,847 | 43,345 | 100.00 |

The whole enrollment of colored pupils in the public schools of the District of Columbia, by grades, for the school year ending June 30 1918 was as follows:

| | Boys. | Girls. | Total. | Per cent. |
|-----------------------|-------|--------|--------|-----------|
| Elementary: | | | | |
| Kindergarten..... | 580 | 650 | 1,230 | 6.76 |
| First grade..... | 1,705 | 1,579 | 3,284 | 18.05 |
| Second grade..... | 1,223 | 1,115 | 2,338 | 12.85 |
| Third grade..... | 1,063 | 1,108 | 2,171 | 11.93 |
| Fourth grade..... | 848 | 1,066 | 1,914 | 10.53 |
| Fifth grade..... | 694 | 1,034 | 1,728 | 9.50 |
| Sixth grade..... | 533 | 781 | 1,314 | 7.22 |
| Seventh grade..... | 434 | 665 | 1,099 | 6.04 |
| Eighth grade..... | 328 | 585 | 913 | 5.02 |
| Ungraded..... | 131 | 55 | 186 | 1.02 |
| Secondary: | | | | |
| Ninth grade..... | 294 | 546 | 840 | 4.62 |
| Tenth grade..... | 173 | 251 | 424 | 2.33 |
| Eleventh grade..... | 102 | 156 | 258 | 1.42 |
| Twelfth grade..... | 64 | 127 | 191 | 1.05 |
| Normal: | | | | |
| Thirteenth grade..... | 3 | 49 | 52 | .29 |
| Fourteenth grade..... | 5 | 59 | 64 | .35 |
| Vocational..... | 39 | 146 | 185 | 1.02 |
| Total..... | 8,219 | 9,972 | 18,191 | 100.00 |
| SUMMARY. | | | | |
| Kindergarten..... | 580 | 650 | 1,230 | 6.76 |
| Primary..... | 4,839 | 4,868 | 9,707 | 53.36 |
| Grammar..... | 1,989 | 3,065 | 5,054 | 27.78 |
| Ungraded..... | 131 | 55 | 186 | 1.02 |
| Secondary..... | 633 | 1,080 | 1,713 | 9.42 |
| Normal..... | 8 | 108 | 116 | .64 |
| Vocational..... | 39 | 146 | 185 | 1.02 |
| Total..... | 8,219 | 9,972 | 18,191 | 100.00 |

Enrollment, attendance, discipline, etc., in elementary and secondary schools.

ELEMENTARY SCHOOLS.¹

| | White. | Colored. | Total. |
|--|----------|----------|----------|
| Number of pupils enrolled..... | 37,625 | 16,177 | 53,802 |
| Average enrollment..... | 31,309.3 | 13,751 | 45,060.3 |
| Average attendance..... | 28,846.6 | 12,776.9 | 41,623.5 |
| Per cent of attendance..... | 92.1 | 92.9 | 92.4 |
| Average number of tardiness per report (based on total for all sessions)..... | 7,210.1 | 1,791.8 | 9,002 |
| Number of corporal punishments..... | 898 | 425 | 1,323 |
| Number of principals and teachers..... | | | |
| Average number of pupils to the teacher (estimated on average enrollment)..... | 34.8 | 32.3 | 34 |
| Average salary paid..... | | | |
| Cost of tuition per pupil (estimated on average enrollment)..... | | | \$966.22 |
| | | | \$31.67 |

SECONDARY SCHOOLS.

| | | | |
|---|---------|---------|------------|
| Number of pupils enrolled..... | 5,484 | 1,713 | 7,197 |
| Average enrolled..... | 4,822 | 1,426.1 | 6,248.1 |
| Average attendance..... | 4,491.6 | 1,313.5 | 5,805.1 |
| Per cent of attendance..... | 93.1 | 92.1 | 92.9 |
| Average number of tardiness per report (based on total for all sessions)..... | 3,612.8 | 843.1 | 4,456 |
| Number of teachers employed ² | 236 | 82 | 318 |
| Average salary paid ² | | | \$1,755.92 |
| Cost of tuition per pupil (estimated on average enrollment)..... | | | \$91.21 |

¹ Includes kindergartens and ungraded schools.

² Does not include principal.

CENTRAL HIGH SCHOOL.

Enrollment by grades and sexes for 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|---------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 9a. | 342 | 363 | 705 | 118 | 164 | 282 |
| 9b. | 121 | 139 | 260 | 300 | 338 | 638 |
| 10a. | 247 | 335 | 582 | 107 | 135 | 242 |
| 10b. | 63 | 93 | 156 | 217 | 315 | 532 |
| 11a. | 158 | 219 | 377 | 58 | 94 | 152 |
| 11b. | 35 | 54 | 89 | 131 | 191 | 322 |
| 12a. | 124 | 164 | 288 | 29 | 43 | 72 |
| 12b. | 19 | 40 | 59 | 113 | 152 | 265 |
| Total. | 1,109 | 1,407 | 2,516 | 1,073 | 1,432 | 2,505 |
| Withdrawals. | 160 | 157 | 317 | 133 | 200 | 333 |
| Total at end of semester. | 949 | 1,250 | 2,199 | 940 | 1,232 | 2,172 |

Average enrollment, average attendance, and percentage of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. |
|-------------------|---------------------|---------------------|-------------------------|
| | | | |
| First. | 2,361.3 | 2,262.6 | 95.8 |
| Second. | 2,344.1 | 2,189.8 | 93.4 |
| Third. | 2,221.5 | 1,970.7 | 88.6 |
| Fourth. | 2,398.7 | 2,234.1 | 93.1 |
| Fifth. | 2,303.2 | 2,076.0 | 90.1 |
| Sixth. | 2,189.7 | 2,019.2 | 92.2 |
| Total. | 2,301.0 | 2,122.8 | 92.2 |

Number of teachers, average enrollment, whole enrollment, and number of graduates.

| Year. | Number of teachers. | Average enrollment. | Total enrollment. | Number of graduates. | | | |
|----------|---------------------|---------------------|-------------------|----------------------|--------|--------------|--------|
| | | | | Third year. | | Fourth year. | |
| | | | | Boys. | Girls. | Boys. | Girls. |
| 1908-9. | 50 | 1,014.2 | 1,168 | 67 | 110 | 177 | |
| 1909-10. | 50 | 1,052 | 1,201 | 44 | 95 | 139 | |
| 1910-11. | 51 | 1,109 | 1,259 | 4 | 14 | 18 | |
| 1911-12. | 53 | 1,089 | 1,262 | 43 | 99 | 142 | |
| 1912-13. | 52 | 1,069 | 1,252 | 5 | 24 | 29 | |
| 1913-14. | 53 | 1,074 | 1,094 | 52 | 89 | 141 | |
| 1914-15. | 54 | 1,146 | 1,162 | 7 | 21 | 28 | |
| 1915-16. | 60 | 1,421.6 | 1,422 | 71 | 129 | 200 | |
| 1916-17. | 82 | 2,051 | 2,066 | 11 | 22 | 33 | |
| 1917-18. | 91 | 2,301 | 2,505 | 80 | 99 | 179 | |
| | | | | 11 | 23 | 34 | |
| | | | | 57 | 113 | 170 | |
| | | | | 11 | 18 | 29 | |
| | | | | 95 | 108 | 203 | |
| | | | | 22 | 38 | 60 | |
| | | | | 101 | 137 | 238 | |

¹ January.² June.

EASTERN HIGH SCHOOL.

Enrollment, by grades and sexes, 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|---------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 9a. | 47 | 83 | 130 | 18 | 42 | 60 |
| 9b. | 17 | 31 | 48 | 31 | 67 | 98 |
| 10a. | 25 | 58 | 83 | 17 | 20 | 37 |
| 10b. | 8 | 30 | 38 | 19 | 48 | 67 |
| 11a. | 18 | 39 | 57 | 6 | 19 | 25 |
| 11b. | 10 | 21 | 31 | 13 | 31 | 44 |
| 12a. | 23 | 39 | 62 | 14 | 18 | 74 |
| 12b. | 6 | 3 | 9 | 19 | 26 | 45 |
| Total. | 154 | 304 | 458 | 137 | 271 | 408 |
| Withdrawals. | 34 | 67 | 101 | 36 | 44 | 80 |
| Total at end of semester. | 120 | 237 | 357 | 101 | 227 | 328 |

Average enrollment, average attendance, and percentage of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. |
|-------------------|---------------------|---------------------|-------------------------|
| | | | |
| First. | 410.1 | 393.1 | 95.8 |
| Second. | 406.4 | 383.3 | 94.3 |
| Third. | 374.9 | 334.9 | 89.3 |
| Fourth. | 394.1 | 368.6 | 93.5 |
| Fifth. | 381.4 | 352.7 | 92.5 |
| Sixth. | 343.5 | 317.7 | 92.5 |
| Total. | 384.5 | 357.8 | 93.0 |

Number of teachers, average enrollment, whole enrollment, and number of graduates.

| Year. | Number of teachers. | Average enrollment. | Total enrollment. | Number of graduates. | | | |
|----------|---------------------|---------------------|-------------------|----------------------|--------|--------------|--------|
| | | | | Second year. | | Fourth year. | |
| | | | | Boys. | Girls. | Boys. | Girls. |
| 1908-9. | 22 | 361.8 | 405 | | | 14 | 42 |
| 1909-10. | 23 | 384.0 | 433 | | | 17 | 55 |
| 1910-11. | 24 | 396.0 | 452 | | | 16 | 50 |
| 1911-12. | 24 | 413.0 | 464 | | | 19 | 42 |
| 1912-13. | 24 | 419.0 | 467 | | | 21 | 56 |
| 1913-14. | 24 | 457.3 | 470 | | | | |
| | | | | 2 484 | | 30 | 60 |
| 1914-15. | 24 | 453.9 | 465 | | | | |
| | | | | 2 492 | | 21 | 61 |
| 1915-16. | 27 | 480.3 | 491 | | | | |
| | | | | 2 532 | | 24 | 54 |
| 1916-17. | 27 | 469.1 | 499 | | | 1 | 2 |
| | | | | 2 510 | 4 | 11 | 20 |
| 1917-18. | 25 | 394.5 | 458 | | | 6 | 2 |
| | | | | 2 408 | | 10 | 14 |
| | | | | | | 1 | 1 |
| | | | | | | 37 | 61 |

¹ January.² June.

WESTERN HIGH SCHOOL.

Enrollment by grades and sexes for 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|---------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 9a. | 46 | 56 | 102 | 16 | 41 | 27 |
| 9b. | 25 | 34 | 59 | 61 | 66 | 127 |
| 10a. | 46 | 55 | 101 | 22 | 34 | 56 |
| 10b. | 14 | 18 | 32 | 37 | 36 | 73 |
| 11a. | 48 | 48 | 96 | 12 | 15 | 27 |
| 11b. | | | | 42 | 43 | 85 |
| 12a. | 16 | 63 | 79 | | | |
| 12b. | 11 | 11 | 22 | 23 | 60 | 83 |
| Total. | 206 | 285 | 491 | 213 | 265 | 478 |
| Withdrawals | 18 | 35 | 53 | 72 | 33 | 105 |
| Total at end of semester. | 188 | 250 | 438 | 141 | 232 | 373 |

Average enrollment, average attendance, and percentage of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. | | |
|-------------------|---------------------|---------------------|-------------------------|--------|---------|
| | | | | First. | Second. |
| First. | 453.2 | 435.5 | 96.1 | | |
| Second. | 461.0 | 430.0 | 93.3 | | |
| Third. | 511.6 | 455.0 | 88.9 | | |
| Fourth. | 449.8 | 419.9 | 93.4 | | |
| Fifth. | 437.0 | 400.6 | 91.7 | | |
| Sixth. | 408.6 | 380.8 | 93.2 | | |
| Total. | 441.7 | 409.7 | 92.7 | | |

Number of teachers, average enrollment, whole enrollment, and number of graduates.

| Year. | Number of teachers. | Average enrollment. | Total enrollment. | Number of graduates. | | | | Total. | |
|----------|---------------------|---------------------|-------------------|----------------------|--------|--------------|--------|--------|--|
| | | | | Third year. | | Fourth year. | | | |
| | | | | Boys. | Girls. | Boys. | Girls. | | |
| 1908-9. | 27 | 517 | 614 | ..... | ..... | 28 | 38 | 66 | |
| 1909-10. | 29 | 531 | 619 | ..... | ..... | 23 | 40 | 63 | |
| 1910-11. | 29 | 535 | 614 | { Feb. | ..... | 31 | 41 | 72 | |
| 1911-12. | 29 | 611 | 686 | { June. | ..... | 3 | 6 | 9 | |
| 1912-13. | 29 | 631 | 717 | { Feb. | ..... | 28 | 58 | 86 | |
| 1913-14. | 29 | 668 | 717 | { June. | ..... | 2 | 4 | 6 | |
| 1914-15. | 28 | 584 | 620 | { Feb. | ..... | 55 | 36 | 91 | |
| 1915-16. | 26 | 600 | 612 | { June. | ..... | 1 | 1 | 2 | |
| 1916-17. | 24 | 500.7 | 643 | { Feb. | ..... | 35 | 57 | 92 | |
| 1917-18. | 22 | 441.7 | 527 | { June. | ..... | 1 | 4 | 5 | |
| | | | 540 | { Feb. | ..... | 40 | 52 | 92 | |
| | | | 491 | { June. | ..... | 3 | 2 | 5 | |
| | | | 478 | { Feb. | ..... | 31 | 81 | 112 | |
| | | | | { June. | ..... | 34 | 89 | 123 | |
| | | | | { Feb. | ..... | 4 | 7 | 11 | |
| | | | | { June. | ..... | 19 | 55 | 74 | |

¹ January.² June.

BUSINESS HIGH SCHOOL.

Enrollment by grades and sexes for 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|---------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 9a. | 102 | 322 | 424 | 98 | 252 | 350 |
| 9b. | 49 | 93 | 135 | 63 | 178 | 241 |
| 10a. | 59 | 125 | 184 | 28 | 83 | 111 |
| 10b. | 20 | 42 | 62 | 49 | 93 | 142 |
| 11a. | 22 | 21 | 43 | ----- | ----- | ----- |
| 11b. | 10 | 8 | 18 | 24 | 20 | 44 |
| 12a. | 18 | 17 | 35 | 7 | 6 | 13 |
| 12b. | 6 | 3 | 9 | 19 | 18 | 37 |
| Total. | 279 | 631 | 910 | 288 | 650 | 938 |
| Withdrawals. | 64 | 140 | 204 | 102 | 211 | 313 |
| Total at end of semester. | 215 | 491 | 706 | 186 | 439 | 625 |

Average enrollment, average attendance, and percentage of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. |
|-------------------|---------------------|---------------------|-------------------------|
| | | | |
| First | 863.4 | 832.3 | 96.4 |
| Second | 834.2 | 791.0 | 94.8 |
| Third | 729.2 | 665.6 | 91.3 |
| Fourth | 886.8 | 839.3 | 94.6 |
| Fifth | 815.6 | 743.0 | 91.0 |
| Sixth | 701.7 | 650.2 | 92.6 |
| Total. | 804.4 | 752.7 | 93.8 |

Number of teachers, average enrollment, whole enrollment, and number of graduates.

| Year. | Teachers. | Average enrollment. | Total enrollment. | Graduates. | | | Average entrance age of first year. |
|---------|-----------|---------------------|-------------------|------------|--------|--------|-------------------------------------|
| | | | | Boys. | Girls. | Total. | |
| 1908-9 | 41 | 866 | 1,076 | 50 | 87 | 137 | 15.6 |
| 1909-10 | 44 | 894 | 1,145 | 48 | 86 | 134 | 15.5 |
| 1910-11 | 46 | 971 | 1,235 | 58 | 77 | 135 | 15.5 |
| 1911-12 | 46 | 1,087 | 1,407 | 52 | 121 | 173 | 15.4 |
| 1912-13 | 48 | 1,096 | 1,394 | 73 | 131 | 204 | 15.3 |
| 1913-14 | 48 | 1,184 | 1,216 | 71 | 167 | 238 | 15.3 |
| 1914-15 | 52 | 1,255 | 1,312 | 75 | 189 | 264 | 15.1 |
| 1915-16 | 52 | 1,225 | 1,410 | 22 | 44 | 66 | ----- |
| 1916-17 | 50 | 1,017.5 | 1,311 | 70 | 99 | 169 | ----- |
| 1917-18 | 45 | 804.4 | 1,137 | 24 | 46 | 70 | 15.0 |
| | | | 1,154 | 60 | 119 | 179 | 15.3 |
| | | | 910 | 18 | 39 | 57 | ----- |
| | | | 938 | 42 | 68 | 110 | ----- |

¹ January.² June.

M'KINLEY MANUAL TRAINING SCHOOL.

Enrollment by grades and sexes for 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|---------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 9a. | 239 | 26 | 265 | 143 | 11 | 154 |
| 9b. | 97 | 18 | 115 | 196 | 26 | 222 |
| 10a. | 123 | 36 | 159 | 78 | 17 | 95 |
| 10b. | 70 | 15 | 85 | 97 | 29 | 126 |
| 11a. | 90 | 37 | 127 | 52 | 11 | 63 |
| 11b. | 47 | 14 | 61 | 83 | 28 | 111 |
| 12a. | 90 | 42 | 132 | 34 | 11 | 45 |
| 12b. | 21 | 15 | 36 | 83 | 34 | 117 |
| Total. | 777 | 233 | 980 | 766 | 167 | 933 |
| Withdrawals. | 120 | 32 | 152 | 139 | 30 | 169 |
| Total at end of semester. | 657 | 171 | 828 | 627 | 137 | 764 |

Average enrollment, average attendance, and per cent of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. |
|-------------------|---------------------|---------------------|-------------------------|
| First. | 941.5 | 915.1 | 97.2 |
| Second. | 900.4 | 866.1 | 95.2 |
| Third. | 836.0 | 775.3 | 92.7 |
| Fourth. | 900.8 | 866.5 | 93.2 |
| Fifth. | 861.0 | 810.4 | 94.0 |
| Sixth. | 805.0 | 767.9 | 95.4 |
| Total. | 872.9 | 832.3 | 95.3 |

Number of teachers, average enrollment, whole enrollment, and number of graduates.

| Year. | Teachers. | Average enrollment. | Total enrollment. | Graduates. | | |
|----------|-----------|---------------------|-------------------|------------|--------|--------|
| | | | | Boys. | Girls. | Total. |
| 1917-18. | 54 | 872.9 | { 1 980 2 933 | 25 | 17 | 42 |
| | | | | 90 | 42 | 132 |

¹ January.² June.DUNBAR HIGH SCHOOL.¹

Enrollment by grades and sexes for 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|---------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 9a. | 110 | 243 | 353 | 77 | 165 | 242 |
| 9b. | 42 | 88 | 130 | 38 | 114 | 152 |
| 10a. | 77 | 111 | 188 | 51 | 82 | 133 |
| 10b. | 25 | 54 | 79 | 35 | 70 | 105 |
| 11a. | 35 | 65 | 100 | 15 | 36 | 51 |
| 11b. | 27 | 24 | 51 | 26 | 64 | 90 |
| 12a. | 28 | 56 | 84 | 26 | 17 | 43 |
| 12b. | 12 | 18 | 30 | 28 | 62 | 90 |
| Total. | 356 | 659 | 1,015 | 296 | 610 | 906 |
| Withdrawals. | 88 | 110 | 198 | 60 | 86 | 146 |
| Total at end of semester. | 268 | 549 | 817 | 236 | 524 | 760 |

¹ See separate report for the business practice department.

Average enrollment, average attendance, and per cent of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. |
|-------------------|---------------------|---------------------|-------------------------|
| First..... | 922.2 | 876.6 | 95.1 |
| Second..... | 915.1 | 858.6 | 93.8 |
| Third..... | 844.3 | 758.0 | 89.8 |
| Fourth..... | 868.6 | 815.2 | 93.8 |
| Fifth..... | 823.1 | 757.9 | 92.1 |
| Sixth..... | 785.4 | 735.9 | 93.7 |
| Total..... | 858.4 | 799.0 | 93.0 |

Number of teachers, average enrollment, whole enrollment, and number of graduates.

| Year. | Teachers. | Average enrollment. | Total enrollment. | Graduates. | | |
|--------------|-----------|---------------------|----------------------|------------|--------|--------|
| | | | | Boys. | Girls. | Total. |
| 1908-9..... | 33 | 621 | 718 | 25 | 68 | 93 |
| 1909-10..... | 34 | 644 | 742 | 26 | 54 | 80 |
| 1910-11..... | 34 | 700 | 794 | 24 | 67 | 91 |
| 1911-12..... | 36 | 739 | 864 | 32 | 83 | 115 |
| 1912-13..... | 36 | 762 | 894 | 36 | 81 | 117 |
| 1913-14..... | 36 | 741 | { 1785 2796 } | 33 | 78 | 111 |
| 1914-15..... | 35 | 770.3 | { 1784 2825 } | 38 | 63 | 101 |
| 1915-16..... | 36 | 810.8 | { 1825 2877 } | 30 | 71 | 101 |
| 1916-17..... | 40 | 957.4 | { 11,001 21,051 } | 38 | 78 | 116 |
| 1917-18..... | 44 | 858.4 | { 11,015 2906 } | 41 | 80 | 121 |

¹ January.

² June.

DEPARTMENT OF BUSINESS PRACTICE OF DUNBAR HIGH SCHOOL.

Enrollment by grades and sexes for 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|-------------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| | | | | | | |
| 9a..... | 50 | 75 | 125 | 49 | 120 | 169 |
| 9b..... | 7 | 12 | 19 | 16 | 20 | 36 |
| 10a..... | 8 | 7 | 15 | 7 | 10 | 17 |
| 10b..... | 6 | 5 | 11 | 11 | 6 | 17 |
| 11a..... | 8 | 5 | 13 | ..... | ..... | ..... |
| 11b..... | 3 | 3 | 6 | ..... | ..... | ..... |
| 12a..... | 3 | 1 | 2 | ..... | 3 | 3 |
| 12b..... | 1 | 1 | 2 | ..... | ..... | ..... |
| Total..... | 83 | 113 | 196 | 83 | 159 | 242 |
| Withdrawals..... | 31 | 37 | 68 | 32 | 40 | 72 |
| Total at end of semester..... | 52 | 76 | 128 | 51 | 119 | 170 |

Average enrollment, average attendance, and per cent of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. |
|-------------------|---------------------|---------------------|-------------------------|
| First..... | 170.9 | 158.8 | 92.9 |
| Second..... | 156.8 | 146.8 | 93.6 |
| Third..... | 135.3 | 116.6 | 86.2 |
| Fourth..... | 221.1 | 206.2 | 93.2 |
| Fifth..... | 198.6 | 180.5 | 90.9 |
| Sixth..... | 172.7 | 159.1 | 92.1 |
| Total..... | 157.7 | 161.1 | 91.6 |

| Year: | Number of teachers. | Year—Continued. | Number of teachers. |
|--------------|---------------------|-----------------|---------------------|
| 1912-13..... | 8 | 1915-16..... | 6 |
| 1913-14..... | 8 | 1916-17..... | 6 |
| 1914-15..... | 7 | 1917-18..... | 7 |

Number of graduates.

| | Boys. | Girls. | Total. |
|-----------------------|-------|--------|--------|
| 1916-17: | | | |
| Four-year course..... | 9 | 7 | 16 |
| Two-year course..... | 1 | 5 | 6 |
| 1917-18: | | | |
| Four-year course..... | 3 | 4 | 4 |
| Two-year course..... | 3 | 8 | 11 |

ARMSTRONG MANUAL TRAINING SCHOOL.

Enrollment by grades and sexes for 1917-18.

| Grade. | First semester. | | | Second semester. | | |
|-------------------------------|-----------------|--------|--------|------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| 9a..... | 62 | 78 | 140 | 41 | 53 | 94 |
| 9b..... | 23 | 45 | 68 | 29 | 35 | 64 |
| 10a..... | 37 | 56 | 93 | 14 | 40 | 54 |
| 10b..... | 20 | 18 | 38 | 19 | 40 | 59 |
| 11a..... | 24 | 32 | 56 | 16 | 15 | 31 |
| 11b..... | 8 | 25 | 33 | 20 | 26 | 46 |
| 12a..... | 10 | 35 | 45 | 4 | 11 | 15 |
| 12b..... | 10 | 14 | 24 | 14 | 48 | 62 |
| Total..... | 194 | 303 | 497 | 157 | 268 | 425 |
| Withdrawals..... | 77 | 82 | 159 | 45 | 44 | 89 |
| Total at end of semester..... | 117 | 221 | 338 | 112 | 224 | 335 |

Average enrollment, average attendance, and percentage of attendance.

| Number of report. | Average enrollment. | Average attendance. | Per cent of attendance. |
|-------------------|---------------------|---------------------|-------------------------|
| First..... | 441.6 | 407.6 | 92.3 |
| Second..... | 425.8 | 384.0 | 90.2 |
| Third..... | 362.4 | 314.8 | 86.9 |
| Fourth..... | 393.9 | 362.9 | 92.1 |
| Fifth..... | 376.1 | 332.3 | 88.3 |
| Sixth..... | 353.2 | 319.4 | 90.4 |
| Total..... | 391.3 | 352.8 | 90.1 |

Number of teachers, average attendance, average enrollment, whole enrollment, and number of graduates.

| Year. | Number of teachers. | Average attendance. | Average enrollment. | Total enrollment. | Number of graduates. | | | |
|---------|---------------------|---------------------|---------------------|-------------------|----------------------|--------|------------|---------|
| | | | | | Two-year. | | Four-year. | |
| | | | | | Male. | Female | Male. | Female. |
| 1908-9 | 30 | 458 | 484 | 1 660 | | | | |
| 1909-10 | 37 | 538 | 574 | 1 772 | 8 | 25 | 21 | 35 |
| 1910-11 | 40 | 576 | 620 | 1 877 | 6 | 16 | 23 | 49 |
| 1911-12 | 40 | 568 | 611 | 1 796 | 2 | 15 | 19 | 20 |
| 1912-13 | 28 | 446 | 477 | 2 629 | | | 27 | 53 |
| 1913-14 | 29 | 479.2 | 514.5 | 3 548 | | | 26 | 44 |
| | | | | 4 596 | | | | |
| 1914-15 | 32 | 529.4 | 573.3 | 3 593 | | | 17 | 37 |
| | | | | 4 652 | | | | |
| 1915-16 | 33 | 566.1 | 617.3 | 3 683 | | | 25 | 50 |
| | | | | 4 685 | | | | |
| 1916-17 | 34 | 514.1 | 560.8 | 3 630 | | | 4 | 11 |
| | | | | 4 639 | | | 41 | 39 |
| 1917-18 | 34 | 352.8 | 391.3 | 3 497 | | | | |
| | | | | 4 425 | | | 14 | 47 |
| | | | | | | | | 61 |

¹ Includes Phelps Business School.

² Phelps Business School transferred to M Street.

³ January.

⁴ June.

NORMAL SCHOOLS.

| | White. | Colored. | Total. |
|-----------------------------|--------|----------|--------|
| Number of teachers trained | 97 | 116 | 213 |
| Average enrollment | 83.3 | 97 | 180.3 |
| Average attendance | 79.8 | 93.5 | 173.3 |
| Number of teachers employed | 18 | 11 | 29 |

VOCATIONAL SCHOOLS.

| | | | |
|---|-------|-------|----------|
| Number of pupils enrolled | 139 | 185 | 324 |
| Average enrollment | 129.5 | 130.1 | 259.6 |
| Average attendance | 121.2 | 115.5 | 236.7 |
| Per cent of attendance | 93.6 | 88.7 | 91.1 |
| Average number of tardiness per report (based on total for all sessions) | 11.0 | 20.5 | 31.5 |
| Number of corporal punishments | | | |
| Number of teachers employed ¹ | 7 | 18 | 25 |
| Average number of pupils to the teacher (estimated on average enrollment) | 18.5 | 7.2 | 10.3 |
| Average salary paid ¹ | | | \$821.54 |
| Cost of tuition per pupil (estimated on the average enrollment) | | | \$80.80 |

¹ Does not include principal.

GROWTH OF SCHOOLS.

Average enrollment of pupils in the white and colored schools, and the number of teachers employed for each year since 1880.

| School year ending June 30— | Average enrollment. | | | | | | Teachers. | |
|--------------------------------|----------------------------|-----------------------------|--------------------------------|-----------------------------|---------|-----------------------------|-----------|--|
| | First nine divi- sions. | | Tenth-thirteenth divisions. | | Total. | | | |
| | Number. | Per cent of increase. | Number. | Per cent of increase. | Number. | Per cent of increase. | | |
| 1880..... | 15,072 | | 6,573 | | 21,600 | | 434 | |
| 1881..... | 15,494 | 3.10 | 6,567 | 1.09 | 22,061 | 2.13 | 461 | |
| 1882..... | 16,063 | 3.60 | 6,763 | 2.98 | 22,826 | 3.46 | 485 | |
| 1883..... | 16,524 | 2.80 | 7,070 | 4.53 | 23,594 | 3.36 | 505 | |
| 1884..... | 16,642 | .71 | 7,225 | 2.19 | 23,867 | 1.11 | 525 | |
| 1885..... | 17,468 | 4.90 | 7,689 | 6.42 | 25,157 | 5.40 | 555 | |
| 1886..... | 18,720 | 7.10 | 8,191 | 6.52 | 26,911 | 6.97 | 595 | |
| 1887..... | 19,285 | 3.00 | 8,448 | 3.13 | 27,733 | 3.05 | 620 | |
| 1888..... | 19,762 | 2.40 | 8,791 | 4.06 | 28,553 | 2.95 | 654 | |
| 1889..... | 20,477 | 3.60 | 9,088 | 3.37 | 29,565 | 3.54 | 693 | |
| 1890..... | 21,077 | 2.90 | 9,289 | 2.21 | 30,366 | 2.70 | 745 | |
| 1891..... | 21,599 | 2.60 | 9,702 | 4.25 | 31,301 | 3.07 | 795 | |
| 1892..... | 22,264 | 3.00 | 9,942 | 2.47 | 32,206 | 2.89 | 845 | |
| 1893..... | 22,395 | .59 | 10,097 | 1.56 | 32,492 | .89 | 895 | |
| 1894..... | 23,483 | 4.85 | 10,141 | .43 | 33,624 | 3.48 | 942 | |
| 1895..... | 23,798 | 1.32 | 10,046 | 1.94 | 33,844 | .65 | 991 | |
| 1896..... | 24,347 | 2.26 | 10,296 | 2.48 | 34,643 | 2.36 | 1,031 | |
| 1897..... | 25,261 | 3.75 | 10,420 | 1.20 | 35,681 | 2.99 | 1,071 | |
| 1898..... | 26,243 | 3.88 | 10,578 | 1.51 | 36,821 | 3.19 | 1,107 | |
| 1899..... | 26,742 | 1.90 | 10,171 | 1.84 | 36,913 | .25 | 1,159 | |
| 1900..... | 27,637 | 3.34 | 10,474 | 2.97 | 38,111 | 3.24 | 1,226 | |
| 1901..... | 27,741 | 3.99 | 10,660 | 1.77 | 39,401 | 3.38 | 1,283 | |
| 1902..... | 29,648 | 3.15 | 11,010 | 3.29 | 40,658 | 3.19 | 1,323 | |
| 1903..... | 29,846 | .66 | 10,959 | 1.46 | 40,805 | .36 | 1,371 | |
| 1904..... | 30,653 | 2.70 | 11,477 | 4.71 | 42,130 | 3.24 | 1,425 | |
| 1905..... | 30,566 | 1.34 | 13,844 | 20.62 | 43,410 | 3.03 | 1,478 | |
| 1906..... | 31,064 | 1.68 | 13,921 | .55 | 43,985 | 1.32 | 1,536 | |
| 1907..... | 31,747 | 2.27 | 14,847 | 6.65 | 45,594 | 3.65 | 1,575 | |
| 1908..... | 31,167 | 1.34 | 14,921 | .49 | 46,088 | 1.07 | 1,583 | |
| 1909..... | 31,985 | 2.62 | 14,966 | .30 | 46,951 | 1.87 | 1,628 | |
| 1910..... | 32,336 | 1.09 | 15,106 | .92 | 47,442 | 1.04 | 1,684 | |
| 1911..... | 32,822 | 1.50 | 15,674 | 3.76 | 48,496 | 2.22 | 1,720 | |
| 1912..... | 33,658 | 2.54 | 15,578 | 1.61 | 49,236 | 1.52 | 1,737 | |
| 1913..... | 33,758 | .32 | 15,689 | .71 | 49,457 | .44 | 1,731 | |
| 1914..... | 34,051 | .83 | 15,610 | 1.50 | 49,661 | .41 | 1,742 | |
| 1915..... | 35,224 | 3.37 | 15,838 | 1.46 | 51,062 | 2.82 | 1,766 | |
| 1916..... | 36,505 | 3.63 | 16,191 | 2.22 | 52,696 | 3.20 | 1,787 | |
| 1917..... | 36,556 | .13 | 16,132 | 1.36 | 52,688 | 1.15 | 1,831 | |
| 1918..... | 36,341 | 1.58 | 15,404 | 14.51 | 51,748 | 1.178 | 1,855 | |

¹ Decrease.² Includes kindergarten teachers.³ Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.⁴ See note ³.⁵ Thirtieth-two officers, librarians, and clerks, counted as teachers for 1906-7, and who were afterwards specifically eliminated as such, make a net increase of 40 teachers for 1907-8.

Amount expended for rent and sites and buildings each year from the year 1880 to 1918, inclusive.

| School year ending June 30— | Rent. | Sites and buildings. | School year ending June 30— | Rent. | Sites and buildings. |
|--------------------------------|-------------|-------------------------|--------------------------------|-------------|-------------------------|
| 1880..... | \$28,908.35 | \$74,998.24 | 1900..... | \$13,968.00 | \$71,807.43 |
| 1881..... | 26,506.11 | 103,416.91 | 1901..... | 15,092.31 | 295,308.09 |
| 1882..... | 26,472.57 | 253,609.73 | 1902..... | 15,641.73 | 398,000.00 |
| 1883..... | 14,805.33 | 103,141.47 | 1903..... | 14,131.50 | 234,944.00 |
| 1884..... | 5,742.50 | 103,563.94 | 1904..... | 14,193.50 | 180,300.00 |
| 1885..... | 7,060.00 | 118,400.00 | 1905..... | 14,236.00 | 179,713.00 |
| 1886..... | 6,919.66 | 61,130.04 | 1906..... | 15,218.50 | 190,800.00 |
| 1887..... | 7,354.00 | 73,085.34 | 1907..... | 17,484.24 | 271,158.32 |
| 1888..... | 10,215.44 | 239,150.77 | 1908..... | 23,881.48 | 378,831.60 |
| 1889..... | 14,832.00 | 332,312.44 | 1909..... | 19,155.58 | 698,791.81 |
| 1890..... | 10,000.00 | 239,467.39 | 1910..... | 27,197.00 | 541,141.42 |
| 1891..... | 9,832.00 | 229,078.00 | 1911..... | 22,084.50 | 818,103.05 |
| 1892..... | 9,602.00 | 220,344.47 | 1912..... | 20,637.25 | 686,186.86 |
| 1893..... | 8,951.25 | 42,270.36 | 1913..... | 16,708.33 | 330,413.54 |
| 1894..... | 9,825.50 | 66,939.60 | 1914..... | 14,408.50 | 265,555.61 |
| 1895..... | 9,648.00 | 66,408.91 | 1915..... | 11,825.00 | 621,909.29 |
| 1896..... | 14,736.50 | 185,601.12 | 1916..... | 11,461.00 | 1,005,750.92 |
| 1897..... | 14,188.00 | 182,514.26 | 1917..... | 18,741.36 | 424,360.58 |
| 1898..... | 14,934.00 | 139,669.00 | 1918..... | 14,493.50 | 140,297.55 |
| 1899..... | 13,420.00 | 72,127.86 | | | |

DISTRIBUTION OF ELEMENTARY PUPILS IN THE DIVISIONS.

Distribution of pupils by grades, and the average number per teacher based on the whole enrollment.

| Grade. | First semester. | | | Second semester. | | |
|--------------------------|-----------------|-------------------|---------------------------------------|------------------|-------------------|---------------------------------------|
| | Schools. | Whole enrollment. | Average number of pupils per teacher. | Schools. | Whole enrollment. | Average number of pupils per teacher. |
| First division: | | | | | | |
| Kindergarten..... | 10 | 373 | 37.3 | 10 | 318 | 31.8 |
| First..... | 14 | 753 | 53.7 | 17 | 693 | 40.7 |
| Second..... | 19 | 629 | 33.1 | 17 | 606 | 35.6 |
| Third..... | 16 | 646 | 40.3 | 15 | 671 | 44.7 |
| Fourth..... | 15 | 638 | 42.5 | 17 | 625 | 36.7 |
| Fifth..... | 15 | 663 | 44.2 | 13 | 627 | 48.2 |
| Sixth..... | 15 | 608 | 40.5 | 17 | 635 | 37.3 |
| Seventh..... | 14 | 531 | 37.9 | 14 | 568 | 40.5 |
| Eighth..... | 12 | 453 | 37.7 | 12 | 425 | 35.4 |
| Total..... | 1 131 | 5,294 | 40.4 | 1 133 | 5,168 | 38.8 |
| Third division: | | | | | | |
| Kindergarten..... | 13 | 566 | 43.5 | 13 | 488 | 37.5 |
| First..... | 23 | 1,066 | 46.3 | 24 | 992 | 41.3 |
| Second..... | 21 | 922 | 43.9 | 22 | 883 | 40.1 |
| Third..... | 19 | 927 | 48.7 | 19 | 888 | 46.7 |
| Fourth..... | 19 | 875 | 46.0 | 20 | 886 | 44.3 |
| Fifth..... | 18 | 866 | 48.1 | 20 | 914 | 45.7 |
| Sixth..... | 18 | 876 | 48.6 | 18 | 829 | 46.0 |
| Seventh..... | 18 | 793 | 44.0 | 18 | 788 | 43.7 |
| Eighth..... | 17 | 708 | 41.6 | 17 | 707 | 41.5 |
| Total..... | 166 | 7,599 | 45.7 | 171 | 7,375 | 43.1 |
| Fourth special division: | | | | | | |
| Kindergarten..... | 1 | 49 | 49.0 | 1 | 36 | 36.0 |
| First..... | 2 | 115 | 57.5 | 2 | 88 | 44.0 |
| Second..... | 2 | 100 | 50.0 | 2 | 87 | 43.5 |
| Third..... | 2 | 97 | 48.5 | 2 | 96 | 48.0 |
| Fourth..... | 2 | 94 | 47.0 | 2 | 95 | 47.5 |
| Fifth..... | 2 | 98 | 49.0 | 2 | 96 | 48.0 |
| Sixth..... | 2 | 96 | 48.0 | 2 | 88 | 44.0 |
| Seventh..... | 2 | 77 | 38.5 | 2 | 77 | 38.5 |
| Eighth..... | 2 | 89 | 44.5 | 2 | 70 | 35.0 |
| Total..... | 17 | 815 | 47.9 | 17 | 733 | 43.1 |
| Fifth division: | | | | | | |
| Kindergarten..... | 12 | 475 | 39.5 | 12 | 383 | 31.9 |
| First..... | 21 | 878 | 41.8 | 22 | 816 | 37.0 |
| Second..... | 21 | 808 | 38.4 | 22 | 769 | 34.9 |
| Third..... | 19 | 791 | 41.6 | 18 | 758 | 42.1 |
| Fourth..... | 21 | 748 | 35.6 | 19 | 783 | 41.2 |
| Fifth..... | 17 | 820 | 48.2 | 17 | 836 | 49.1 |
| Sixth..... | 18 | 723 | 40.1 | 17 | 727 | 42.7 |
| Seventh..... | 17 | 654 | 38.4 | 16 | 626 | 39.1 |
| Eighth..... | 15 | 528 | 35.2 | 15 | 553 | 36.8 |
| Total..... | 1 162 | 6,425 | 39.6 | 1 159 | 6,251 | 39.3 |
| Sixth division: | | | | | | |
| Kindergarten..... | 5 | 203 | 40.6 | 5 | 166 | 33.2 |
| First..... | 14 | 556 | 39.7 | 13 | 486 | 37.3 |
| Second..... | 11 | 476 | 34.0 | 14 | 457 | 32.6 |
| Third..... | 13 | 520 | 40.0 | 13 | 523 | 40.2 |
| Fourth..... | 13 | 504 | 38.7 | 13 | 504 | 38.7 |
| Fifth..... | 11 | 464 | 42.1 | 10 | 465 | 46.5 |
| Sixth..... | 11 | 395 | 35.9 | 12 | 424 | 35.3 |
| Seventh..... | 8 | 354 | 44.2 | 8 | 352 | 44.0 |
| Eighth..... | 9 | 306 | 34.0 | 9 | 268 | 29.7 |
| Total..... | 98 | 3,778 | 38.5 | 97 | 3,645 | 37.5 |
| Seventh division: | | | | | | |
| Kindergarten..... | 4 | 185 | 46.2 | 4 | 143 | 35.7 |
| First..... | 12 | 537 | 44.7 | 12 | 497 | 41.4 |
| Second..... | 12 | 510 | 42.5 | 12 | 494 | 41.1 |
| Third..... | 11 | 501 | 45.5 | 11 | 502 | 45.6 |

¹ Includes coaching teacher.

Distribution of pupils by grades, etc.—Continued.

| Grade. | First semester. | | | Second semester. | | |
|------------------------------------|------------------|-------------------|---------------------------------------|------------------|-------------------|---------------------------------------|
| | Schools. | Whole enrollment. | Average number of pupils per teacher. | Schools. | Whole enrollment. | Average number of pupils per teacher. |
| Seventh division—Continued. | | | | | | |
| Fourth..... | 12 | 508 | 42.3 | 11 | 482 | 43.8 |
| Fifth..... | 11 | 546 | 49.6 | 12 | 547 | 45.5 |
| Sixth..... | 11 | 480 | 43.6 | 11 | 474 | 43.0 |
| Seventh..... | 10 | 422 | 42.2 | 10 | 432 | 43.2 |
| Eighth..... | 8 | 331 | 41.3 | 8 | 353 | 44.1 |
| Total..... | 91 | 4,020 | 44.1 | 91 | 3,924 | 43.1 |
| Eighth division: | | | | | | |
| Kindergarten..... | 7 | 244 | 34.8 | 7 | 244 | 34.8 |
| First..... | 12 | 593 | 49.4 | 13 | 534 | 41.0 |
| Second..... | 16 | 493 | 30.8 | 14 | 491 | 35.0 |
| Third..... | 12 | 512 | 42.6 | 12 | 515 | 42.9 |
| Fourth..... | 12 | 507 | 42.2 | 12 | 501 | 41.7 |
| Fifth..... | 10 | 411 | 41.1 | 10 | 413 | 41.3 |
| Sixth..... | 9 | 332 | 36.8 | 9 | 346 | 38.4 |
| Seventh..... | 6 | 251 | 41.8 | 6 | 245 | 40.8 |
| Eighth..... | 7 | 248 | 35.4 | 7 | 245 | 35.0 |
| Total..... | 91 | 3,591 | 39.4 | 90 | 3,534 | 39.2 |
| Ninth division: | | | | | | |
| Kindergarten..... | 5 | 195 | 39.0 | 5 | 160 | 32.0 |
| First..... | 12 | 607 | 50.5 | 12 | 565 | 47.0 |
| Second..... | 13 | 493 | 37.9 | 13 | 485 | 37.3 |
| Third..... | 11 | 498 | 45.2 | 11 | 481 | 43.7 |
| Fourth..... | 12 | 493 | 41.0 | 12 | 507 | 42.2 |
| Fifth..... | 10 | 471 | 47.1 | 11 | 505 | 45.9 |
| Sixth..... | 10 | 431 | 43.1 | 9 | 431 | 47.8 |
| Seventh..... | 9 | 318 | 35.3 | 9 | 324 | 36.0 |
| Eighth..... | 7 | 245 | 35.0 | 7 | 231 | 33.0 |
| Total..... | 89 | 3,751 | 42.1 | 89 | 3,689 | 41.4 |
| Tenth division: | | | | | | |
| Kindergarten..... | 9 | 321 | 35.6 | 9 | 324 | 36.0 |
| First..... | 16 | 881 | 55.0 | 16 | 736 | 46.0 |
| Second..... | 21 | 679 | 32.3 | 21 | 631 | 30.0 |
| Third..... | 12 | 556 | 45.3 | 12 | 516 | 43.0 |
| Fourth..... | 14 | 490 | 35.0 | 14 | 496 | 35.4 |
| Fifth..... | 12 | 496 | 41.3 | 12 | 499 | 41.5 |
| Sixth..... | 11 | 401 | 36.4 | 11 | 394 | 35.8 |
| Seventh..... | 8 | 350 | 43.7 | 8 | 334 | 41.7 |
| Eighth..... | 10 | 321 | 32.1 | 10 | 307 | 30.7 |
| Total..... | ¹ 114 | 4,495 | 39.4 | ¹ 114 | 4,237 | 37.1 |
| Eleventh division: | | | | | | |
| Kindergarten..... | 7 | 288 | 41.1 | 7 | 256 | 36.5 |
| First..... | 21 | 950 | 45.2 | 20 | 782 | 39.1 |
| Second..... | 17 | 687 | 40.4 | 18 | 661 | 36.7 |
| Third..... | 16 | 721 | 45.0 | 17 | 689 | 40.5 |
| Fourth..... | 17 | 646 | 38.0 | 17 | 633 | 37.2 |
| Fifth..... | 11 | 555 | 50.4 | 12 | 578 | 48.1 |
| Sixth..... | 9 | 393 | 43.6 | 10 | 381 | 38.1 |
| Seventh..... | 12 | 323 | 26.9 | 11 | 317 | 28.8 |
| Eighth..... | 6 | 258 | 43.0 | 7 | 257 | 36.7 |
| Total..... | ¹ 117 | 4,821 | 41.2 | ¹ 120 | 4,554 | 37.9 |
| Twelfth division: | | | | | | |
| Kindergarten..... | 3 | 109 | 36.3 | 3 | 117 | 39.0 |
| First..... | 5 | 228 | 45.6 | 5 | 187 | 37.4 |
| Second..... | 5 | 176 | 35.2 | 5 | 170 | 34.0 |
| Third..... | 4 | 165 | 41.2 | 4 | 144 | 36.0 |
| Fourth..... | 4 | 147 | 36.7 | 4 | 158 | 39.5 |
| Fifth..... | 3 | 122 | 40.6 | 3 | 111 | 37.0 |
| Sixth..... | 2 | 85 | 42.5 | 2 | 81 | 40.5 |
| Seventh..... | 2 | 66 | 33.0 | 2 | 72 | 36.0 |
| Eighth..... | 2 | 75 | 37.5 | 2 | 77 | 38.5 |
| Total..... | 30 | 1,173 | 39.1 | 30 | 1,117 | 37.2 |

¹ Includes coaching teacher.

Distribution of pupils by grades, etc.—Continued.

| Grade. | First semester. | | | Second semester. | | |
|-----------------------------|-----------------|-------------------|---------------------------------------|------------------|-------------------|---------------------------------------|
| | Schools. | Whole enrollment. | Average number of pupils per teacher. | Schools. | Whole enrollment. | Average number of pupils per teacher. |
| Thirteenth division: | | | | | | |
| Kindergarten..... | 10 | 353 | 35.3 | 10 | 337 | 33.7 |
| First..... | 24 | 1,034 | 43.0 | 21 | 884 | 42.0 |
| Second..... | 23 | 746 | 32.4 | 23 | 710 | 31.2 |
| Third..... | 17 | 683 | 40.1 | 17 | 650 | 38.2 |
| Fourth..... | 18 | 599 | 33.2 | 18 | 572 | 31.7 |
| Fifth..... | 13 | 524 | 40.3 | 12 | 505 | 42.0 |
| Sixth..... | 14 | 428 | 30.5 | 14 | 462 | 33.0 |
| Seventh..... | 10 | 349 | 34.9 | 10 | 331 | 33.1 |
| Eighth..... | 8 | 246 | 30.7 | 8 | 261 | 32.6 |
| Total..... | 137 | 4,962 | 36.2 | 133 | 4,721 | 35.4 |
| Ungraded: | | | | | | |
| First nine divisions— | | | | | | |
| Atypical..... | 11 | 116 | 10.5 | 11 | 125 | 11.3 |
| Incorrigible..... | 7 | 115 | 16.4 | 7 | 136 | 19.4 |
| Total..... | 18 | 231 | 12.8 | 18 | 261 | 14.5 |
| Tenth-Thirteenth divisions— | | | | | | |
| Atypical..... | 7 | 102 | 14.5 | 7 | 116 | 16.5 |
| Incorrigible..... | 3 | 76 | 25.3 | 3 | 91 | 30.3 |
| Total..... | 10 | 178 | 17.8 | 10 | 207 | 20.7 |

CONDITION OF BUILDINGS.

Heat, light, and ventilation of buildings.

FIRST DIVISION.

| Buildings. | How heated. | Light. | Ventila-tion. | Water-closets. | Play-rooms. | Yards. | Owned or rented. |
|---------------------------------|-------------|-----------|---------------|----------------|--------------|--------------|--------------------------|
| Adams..... | Furnace | Excellent | Good..... | Excellent | Good..... | Insufficient | Owned. |
| Addison..... | do..... | do..... | Fair..... | do..... | Excellent | Poor..... | Do. |
| Berret..... | do..... | Good..... | Good..... | do..... | Insufficient | Insufficient | Do. |
| Brown, Elizabeth V..... | do..... | Excellent | do..... | do..... | Excellent | Excellent | Do. |
| Brown, portable..... | do..... | do..... | Poor..... | Poor..... | None..... | Small..... | Do. |
| Conduit Road ¹ | Stove..... | do..... | do..... | do..... | do..... | Fair..... | Do. |
| Corcoran..... | Furnace | do..... | Fair..... | Excellent | Excellent | Excellent | Do. |
| Curtis..... | Steam..... | do..... | do..... | do..... | do..... | do..... | Do. |
| Dennison..... | do..... | do..... | Good..... | do..... | do..... | do..... | Do. |
| Eaton..... | Furnace | do..... | Excellent | do..... | do..... | do..... | Do. |
| Fillmore..... | do..... | do..... | o..... | do..... | do..... | do..... | Do. |
| Forre..... | Steam..... | do..... | do..... | do..... | do..... | Good..... | Do. |
| Hyde..... | Furnace | do..... | do..... | do..... | do..... | Fair..... | Do. |
| Industrial Home..... | Steam..... | do..... | Good..... | do..... | Poor..... | Excellent | Good..... ⁽²⁾ |
| Jackson..... | Furnace | do..... | do..... | do..... | do..... | Poor..... | Owned. |
| Reservoir..... | do..... | do..... | Fair..... | do..... | do..... | do..... | Do. |
| Tenley..... | Steam..... | do..... | do..... | do..... | do..... | do..... | Do. |
| Tenley annex..... | Stoves..... | do..... | Poor..... | do..... | None..... | do..... | Do. |
| Threlkeld..... | Furnace | do..... | do..... | Poor..... | Poor..... | Fair..... | Do. |

¹ Used for one kindergarten.² Neither owned nor rented.

SECOND DIVISION.

This division was discontinued by name at the end of the first semester of the school year 1915-16 and the buildings therein included in other divisions under whose supervision they were placed.)

CONDITION OF BUILDINGS—Continued.
Heat, light, and ventilation of buildings—Continued.

THIRD DIVISION.

| Buildings. | How heated. | Light. | Ventila-tion. | Water-closets. | Play-rooms. | Yards. | Owned or rented. |
|--|-------------------------|-----------|---------------|----------------|-------------------------|-------------------------|------------------|
| Brightwood..... | Steam..... | Exeellent | Fair..... | Exeellent | Poor ¹ | Fair ² | Owned. |
| Brightwood Park..... | Furnace and gas engine. | do..... | Excellent | do..... | Very good..... | Good..... | Do. |
| Cooke..... | Furnace..... | do..... | do..... | do..... | Excellent | Exeellent | Do. |
| Hubbard..... | Furnace and fan. | do..... | do..... | do..... | do..... | do..... | Do. |
| Johnson..... | (*) Furnace..... | do..... | Fair..... | do..... | Good..... | do..... | Do. |
| Monroe..... | Furnace..... | do..... | Excellent | do..... | (*) | do..... | Do. |
| Morgan..... | do..... | do..... | do..... | do..... | Excellent | do..... | Do. |
| Park View..... | do..... | do..... | do..... | do..... | Good..... | do..... | Do. |
| Petworth..... | Furnace and fan. | do..... | do..... | do..... | Excellent | Good..... | Do. |
| Petworth, portable. | Furnace..... | do..... | do..... | do..... | do..... | do..... | Do. |
| Petworth, portable, No. 2. | do..... | do..... | do..... | do..... | do..... | do..... | Do. |
| Petworth, portable, No. 3. | do..... | do..... | do..... | do..... | do..... | do..... | Do. |
| Church, corner Eighth and Shepherd Streets NW. | do..... | Fair..... | Fair..... | Fair..... | None. | do..... | Do. |
| 837 Shepherd Street NW. | do..... | Exeellent | Poor..... | Exeellent | ..... | ..... | Rented. |
| Powell..... | Steam and fan. | do..... | Excellent | do..... | Excellent | Excellent | Owned. |
| Ross..... | Steam..... | do..... | do..... | do..... | do..... | do..... | Do. |
| Takoma..... | Furnace and fan. | do..... | do..... | do..... | do..... | Good ⁴ | Do. |
| Takoma Parish Hall West..... | Furnace..... | Good..... | Good..... | Good..... | None..... | ..... | Rented. |
| West, portable..... | do..... | Excellent | Excellent | Excellent | Excellent | ..... | Owned. |
| Wilson Normal..... | Steam..... | Good..... | Good..... | Admirable | Admirable | Admirable | Do. |
| Woodburn..... | Furnace..... | Excellent | Good..... | Poor..... | Fair..... | Excellent | Do. |

FOURTH SPECIAL DIVISION.

| Franklin..... | Steam..... | Good..... | Poor..... | Poor..... | Good..... | Poor..... | Owned. |
|---------------|--------------|-----------|-----------|-----------|-----------|-----------|--------|
| Morse..... | Furnace..... | do..... | Good..... | Excellent | Fair..... | Good..... | Do. |
| Thomson..... | do..... | do..... | Exeellent | do..... | Exeellent | do..... | Do. |

FIFTH DIVISION.

| | | | | | | | |
|--|------------------------|------------------------|-----------|-----------|-----------------------------------|---|---------|
| Abbot..... | Furnace and hot water. | Exeellent ⁸ | Fair..... | Good..... | None..... | Parking..... | Owned. |
| Arthur..... | Furnace..... | Excellent | Good..... | Excellent | Excellent | Good..... | Do. |
| Blake..... | do..... | do..... | do..... | do..... | do..... | Small..... | Do. |
| Brookland..... | Steam..... | do ⁹ | do..... | do..... | do ¹⁰ | Good..... | Do. |
| Cleveland..... | Furnace..... | do..... | Excellent | do..... | Good..... | Small..... | Do. |
| Eekington..... | do..... | do..... | do..... | do..... | Excellent | (II)..... | Do. |
| Emery..... | Steam..... | do..... | Good..... | do..... | do..... | (II)..... | Do. |
| Gage..... | Furnace..... | do..... | Excellent | do..... | Good..... | Small..... | Do. |
| Gales..... | Steam..... | do..... | do..... | do..... | Fair..... | Parking..... | Do. |
| Henry..... | do..... | do ⁵ | Fair..... | Good..... | { Boys', poor (Girls', good) } | Exeellent | Do. |
| Polk..... | Furnace..... | do..... | Good..... | Excellent | Good..... | Girls', small | Do. |
| Langdon..... | do..... | do..... | Excellent | do..... | Excellent | (II)..... | Do. |
| Seaton..... | Steam..... | do..... | Fair..... | do..... | Good..... | Good..... | Do. |
| Twining..... | Furnace..... | do..... | do..... | do..... | do..... | Girls', ex-eellent: b o y s', good. | Do. |
| Webster..... | Steam..... | do ⁷ | Good..... | do..... | Excellent | None..... | Do. |
| 2014 Franklin Street NE, ¹² | Furnace..... | Good..... | do..... | Good..... | ..... | ..... | Rented. |
| 212 H Street NW, ¹³ | Hot water | Fair..... | do..... | Very good | None..... | None..... | Do. |

¹ The basement floors of this building are brick; should be concreted; are insanitary.² Concrete driveway should be built from the gate to the coal chute.³ Old part, fair; new part, excellent.⁴ Excellent in size; needs proper grading and drainage.⁵ Southwest rooms poor.⁶ Too small.⁷ Poor in four rooms; fair in two rooms; satisfactory in six rooms.⁸ Six rooms, excellent; three, good.⁹ Except in four rooms.¹⁰ Inconvenient aecess to one playroom.¹¹ Insufficient.¹² Used for cooking school.¹³ Used for manual training, cooking, cutting and fitting.^{*}Heated by Powell plant.

CONDITION OF BUILDINGS—Continued.

Heat, light, and ventilation of buildings—Continued.

SIXTH DIVISION.

| Buildings. | How heated. | Light. | Ventilation. | Water- closets. | Play- rooms. | Yards. | Owned or rented. |
|-----------------------------------|-------------|-----------|--------------|-----------------|--------------|-----------|------------------|
| Benning | Steam | Excellent | Good | Poor | Excellent | Good | Owned. |
| Blair | Furnace | do | do | Excellent | do | Fair | Do. |
| Blow | do | do | do | do | do | Excellent | Do. |
| Hayes | do | do | do | do | do | (1) | Do. |
| Kenilworth | do | do | do | do | do | Good | Do. |
| Ludlow | do | do | do | do | do | do | Do. |
| Madison | do | do | Fair | do | do | do | Do. |
| Pierce | do | do | do | do | do | Small | Do. |
| Taylor | do | do | do | do | do | do | Do. |
| Webb | do | do | Excellent | do | do | (1) | Do. |
| Wheatley | do | do | do | do | do | Good | Do. |
| Wheatley portable No. 1 | do | Good | Fair | do | None | None | Do. |
| Wheatley portable No. 2 | do | Excellent | do | do | do | do | Do. |
| Northeast Industrial ² | do | do | Poor | Good | do | Fair | Rented |
| 1201 K Street NE ³ | do | do | Good | do | do | do | Do. |

SEVENTH DIVISION.

| | Furnace | Excellent | Good | Excellent | Good | Ample | Owned. |
|--|---------|-----------|------|-----------|-----------|-------|---------|
| Brent | Furnace | do | do | do | Fair | Small | Do. |
| Carbery | do | do | do | Excellent | Good | do | Do. |
| Dent | Steam | do | do | do | do | do | Do. |
| Edmonds | Furnace | do | do | do | do | do | Do. |
| French ⁴ | do | do | do | do | None | None | Do. |
| Hilton | do | do | do | do | Excellent | Small | Do. |
| Maury | do | do | Good | do | Good | Fair | Do. |
| Peabody | Steam | do | do | do | do | Small | Do. |
| Towers | Furnace | do | do | do | Fair | Ample | Do. |
| Wallace | Steam | do | do | do | Good | do | Do. |
| 646 Massachusetts Avenue NE ⁵ | Stoves | Good | Fair | do | None | None | Rented. |

EIGHTH DIVISION.

| | Furnace | Excellent | Excellent | Excellent | Good | Small | Owned. |
|---|---------|-----------|-----------|-----------|-----------|-----------|---------|
| Amidon | Furnace | do | do | do | do | Excellent | Do. |
| Bowen, Sayles J. | Steam | (3) | do | do | do | Small | Do. |
| Bradley | Furnace | Excellent | Good | do | do | Small | Do. |
| Fairbrother | do | do | Excellent | do | Excellent | Excellent | Do. |
| Grant | Steam | do | do | do | do | Small | Do. |
| Greenleaf | Furnace | do | do | do | do | Good | Do. |
| Jefferson | Steam | do | do | do | do | Small | Do. |
| Smallwood ⁶ | Furnace | do | do | Good | Excellent | Excellent | Do. |
| Toner | do | do | Good | Excellent | None | Good | Do. |
| Van Ness | do | do | Excellent | do | Excellent | do | Do. |
| Weightman | do | do | do | do | do | Excellent | Do. |
| 30 Twenty-fourth Street NW ⁷ | Stoves | Good | Poor | Good | Good | do | Do. |
| | | | | | None | Good | Rented. |

¹ Insufficient.² Used for manual training, cooking, and cutting and fitting.³ Used for manual training and cooking.⁴ Used for vocational school.⁵ Except in manual training.⁶ Used for cooking school.

CONDITION OF BUILDINGS—Continued.

Heat, light, and ventilation of buildings—Continued.

NINTH DIVISION.

| Buildings. | How heated. | Light. | Ventila-tion. | Water-closets. | Play-rooms. | Yards. | Owned or rented. |
|-----------------------|-------------|------------|---------------|------------------------|-------------|-------------|------------------|
| Bryan and portable. | Furnace. | Good.... | Excellent. | Excellent. | Excellent.. | Good.... | Owned. |
| Buchanan..... | do..... | do..... | Good..... | do..... | Good..... | do..... | Do. |
| Congress Heights..... | Steam..... | do..... | Excellent. | do..... | do..... | Excellent.. | Do. |
| Cranch..... | do..... | do..... | Good..... | do..... | do..... | Small.... | Do. |
| Ketcham..... | Furnace. | do..... | Excellent. | do..... | do..... | Excellent.. | Do. |
| Lenox..... | do..... | do..... | Good..... | do..... | do..... | Small.... | Do. |
| Orr..... | do..... | do..... | do..... | do..... | do..... | Good..... | Do. |
| Ran-Hi Highlands..... | do..... | Excellent. | Excellent. | do..... | Excellent. | Excellent.. | Do. |
| Stanton..... | do..... | Good..... | Good..... | Poor ¹ | Good..... | Good..... | Do. |
| Tyler..... | do..... | do..... | do..... | do..... | do..... | Fair..... | Do. |
| Van Buren..... | do..... | do..... | Fair..... | do..... | do..... | do..... | Do. |
| Van Buren Annex..... | Stoves..... | Fair..... | Poor..... | do..... | None..... | Parking.... | Do. |

TENTH DIVISION.

| | | | | | | | |
|------------------------|-------------|------------|------------------------|------------|-------------|------------------|---------|
| Briggs..... | Furnace. | Excellent. | Good ² | Excellent. | Excellent.. | Excellent.. | Owned. |
| Bruce..... | do..... | do..... | Excellent. | Good..... | do..... | Good..... | Do. |
| Chain Bridge Road..... | Stoves..... | do..... | Poor..... | Poor..... | None..... | do..... | Do. |
| Fort Slocum..... | do..... | Good..... | do..... | do..... | do..... | do..... | Do. |
| Fort Slocum port-able. | Furnace. | do..... | Good..... | do..... | do..... | do..... | Do. |
| Garrison..... | do..... | Excellent. | do..... | Excellent. | Excellent.. | Fair..... | Do. |
| Garrison portable..... | do..... | do..... | Poor..... | do..... | do..... | do..... | Do. |
| Magruder..... | do..... | do..... | Good..... | do..... | do..... | Good..... | Do. |
| Military Road..... | Steam..... | do..... | do..... | do..... | do..... | Excellent.. | Do. |
| Montgomery..... | Furnace. | do..... | Excellent. | do..... | do..... | Good..... | Do. |
| Phillips..... | do..... | do..... | Good..... | do..... | do..... | Excellent.. | Do. |
| Reno..... | do..... | do..... | do..... | do..... | Poor..... | do..... | Do. |
| Stevens..... | Steam..... | do..... | Fair..... | Good..... | do..... | Extremely small. | Do. |
| Sumner..... | do..... | do..... | do ³ | Excellent. | do..... | Good..... | Do. |
| Wilson..... | Furnace. | do..... | Good ² | Good..... | Excellent.. | Poor..... | Do. |
| Woruley..... | do..... | do..... | Excellent. | Excellent. | do..... | Limited..... | Do. |
| 1606 M Street NW..... | Steam..... | Fair..... | Fair..... | Good..... | None..... | None..... | Rented. |

ELEVENTH DIVISION.

| | | | | | | | |
|--|--------------------|------------|------------|------------|-------------|-------------|---------|
| Burrville..... | Steam..... | Good.... | Excellent. | Poor..... | Excellent.. | Fair..... | Owned. |
| Bunker Hill Road..... | Furnace. | Excellent. | Good..... | Good..... | do..... | Good..... | Do. |
| Cook..... | Stove and furnace. | do..... | do..... | None..... | do..... | do..... | Do. |
| Cook Annex, 433 O Street NW..... | Latrobe. | Fair..... | Fair..... | Fair..... | do..... | do..... | Rented. |
| Crummell..... | Furnace. | Excellent. | Excellent. | Excellent. | Excellent.. | Excellent.. | Owned. |
| Garnet..... | Steam..... | do..... | Poor..... | do..... | Fair..... | Poor..... | Do. |
| Langston..... | Furnace. | Fair..... | Excellent. | do..... | do..... | Good..... | Do. |
| Mott..... | do..... | Excellent. | Fair..... | do..... | do..... | Fair..... | Do. |
| Orphans' Home..... | do..... | do..... | do..... | Good..... | None..... | Good..... | (*) |
| Patterson..... | do..... | Good..... | do..... | Excellent. | Fair..... | Poor..... | Owned. |
| Patterson Annex, Seventh-day Adventists' Church. | do..... | do..... | do..... | Good..... | None..... | None..... | Rented. |
| Phelps..... | do..... | Fair..... | do..... | do..... | do..... | Good..... | Do. |
| Slater..... | do..... | Excellent. | do..... | Excellent. | Fair..... | Poor..... | Do. |
| Sathers..... | Stoves..... | Good..... | Poor..... | Poor..... | None..... | do..... | Do. |
| Sathers Annex..... | do..... | do..... | do..... | do..... | do..... | do..... | Do. |

TWELFTH SPECIAL DIVISION.

| | | | | | | | |
|---------------|------------|------------|------------|------------|-------------|-----------|--------|
| Banneker..... | Furnace. | Excellent. | Excellent. | Excellent. | Damp..... | Poor..... | Owned. |
| Douglas..... | Steam..... | do..... | do..... | do..... | Excellent.. | do..... | Do. |
| Jones..... | Furnace. | do..... | Good..... | do..... | do..... | do..... | Do. |
| Simmons..... | Steam..... | do..... | Excellent. | do..... | Good..... | Fair..... | Do. |

¹ Indicates outdoor closets.² A fan is needed.³ Used by cutting and fitting classes and cooking school.⁴ Neither owned nor rented.

CONDITION OF BUILDINGS—Continued.

Heat, light, and ventilation of buildings—Continued.

THIRTEENTH DIVISION.

| Buildings. | How heated. | Light. | Ventila-tion. | Water-closets. | Play-rooms. | Yards. | Owned or rented. |
|--|-------------|------------|---------------|--------------------|-------------|------------|------------------|
| Ambush. | Furnace. | Excellent. | Good. | Excellent. | Excellent. | Small. | Owned. |
| Bell. | do. | do. | do. | do. | Fair. | do. | Do. |
| Birney. | Steam. | do. | Excellent. | Good. | Excellent. | do. | Do. |
| Bowen. | Furnace. | do. | do. | do. | do. | do. | Do. |
| Cardozo. | do. | do. | do. | do. | do. | Excellent. | Do. |
| Garfield. | do. | do. | Poor. | Poor. | do. | do. | Do. |
| Giddings. | do. | do. | Good. | Excellent. | do. | do. | Do. |
| Lincoln. | Steam. | Fair. | Fair. | do. | Fair. | Small. | Do. |
| Logan. | Furnace. | Excellent. | Good. | do. | Excellent. | Poor. | Do. |
| Lovejoy. | do. | do. | Excellent. | In a de- quate. | do. | Small. | Do. |
| Lovejoy portable. | do. | Good. | Good. | do. | None. | None. | Do. |
| Payne. | do. | Excellent. | Excellent. | Excellent. | Excellent. | (1) | Do. |
| Randall. | do. | do. | Good. | do. | None. | Small. | Do. |
| Syphax. | Steam. | Poor. | Poor. | Poor. | Good. | Good. | Do. |
| Syphax Annex, Re- hoboth Chapel, First Street be- tween N and O Streets SW. ² | Furnace. | do. | Fair. | do. | None. | None. | Rented. |

UNGRADED SCHOOLS, 1—9 DIVISIONS.

| | | | | | | | |
|-------------------------------------|-----------|-------|-------|-------|--------|--------|---------|
| Atypical and spe- cial: | | | | | | | |
| 25 Fifth Street SE. | Steam. | Good. | Fair. | Fair. | None. | Small. | Rented. |
| Hamilton. | Stoves. | do. | do. | Poor. | do. | Good. | Owned. |
| 1322 Maryland Avenue NE. | Furnace. | do. | do. | Good. | do. | do. | Rented. |
| Morse. | (3). | | | | | | Owned. |
| 19 Sixth Street SW. | Steam. | Good. | Poor. | Fair. | Small. | Good. | Rented. |
| 1007 Thirty- third Street NW. | Latrobes. | Fair. | Fair. | do. | Fair. | Fair. | Do. |
| Ungraded: | | | | | | | |
| Curtis. | (4). | | | | | | Owned. |
| Gales. | (5). | | | | | | Do. |
| Morse. | (6). | | | | | | Do. |
| Tenley Annex. | Stoves. | Good. | Fair. | (8). | None. | (6). | Do. |

UNGRADED SCHOOLS, 10—13 DIVISIONS.

| | | | | | | | |
|----------------------------|----------|-------|-------|------------|-------|--------|--------|
| Atypical and spe- cial: | | | | | | | |
| Cardozo. | (6). | | | | | | Owned. |
| Harrison. | Furnace. | Good. | Good. | Excellent. | Good. | Small. | Do. |
| Lincoln. | (6). | | | | | | Do. |
| Phelps. | (7). | | | | | | Do. |
| Simmons. | (8). | | | | | | Do. |
| Stevens. | (9). | | | | | | Do. |
| Ungraded: | | | | | | | |
| Douglas. | (8). | | | | | | Do. |
| Randall. | (8). | | | | | | Do. |
| Simmons. | (8). | | | | | | Do. |
| Stevens. | (9). | | | | | | Do. |

¹ Boys', good; girls', small.² Used for graded schools.³ See fourth special division.⁴ See fifth division.⁵ See first division.⁶ See thirteenth division.⁷ See eleventh division.⁸ See twelfth special division.⁹ See tenth division.

Summary of attendance of white and colored pupils in the public schools of the District of Columbia for the first semester, ending Jan. 31, 1918.

| | Elementary. | | | Secondary. | | | Normal. | | | Vocational. | | | Grand total. | | |
|--|------------------------------|---------------|-------------------|-------------------|---------|--------|---------|---------|--------------------------------------|------------------|---------------------|--------|--------------|---------|---------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 12. Number belonging on the last school day last report..... | | | | | | | | | | | | | | | |
| 1. Entries from last semester on first day this semester..... | 17,615 | 18,331 | 36,446 | 2,516 | 3,353 | 5,869 | 6 | 190 | 196 | 68 | 116 | 184 | 20,205 | 22,490 | 42,695 |
| 2. Entries from last semester since first day this semester..... | 2,740 | 2,510 | 5,250 | 259 | 220 | 479 | 2 | 7 | 9 | 27 | 35 | 62 | 3,028 | 2,772 | 5,800 |
| 3. Reentry those temporarily discharged..... | 8,468 | 8,989 | 17,457 | 881 | 952 | 1,833 | 2 | 22 | 24 | 17 | 40 | 57 | 9,368 | 10,003 | 19,371 |
| 4. Entries by transfer from other Washington public schools and from self..... | 2,044 | 1,819 | 3,862 | 88 | 107 | 195 | ..... | ..... | 3 | 30 | 33 | 2,135 | 1,956 | 4,091 | |
| 5. Entries from private schools..... | 206 | 185 | 391 | 68 | 29 | 97 | 2 | 2 | 2 | 5 | 5 | 5 | 274 | 221 | 495 |
| 6. Entries from all other sources..... | 4,422 | 4,571 | 9,993 | 246 | 228 | 474 | 5 | 5 | 5 | 15 | 26 | 41 | 4,683 | 4,830 | 9,513 |
| A. Total number admitted..... | 35,495 | 36,905 | 72,400 | 4,058 | 4,889 | 8,947 | 10 | 226 | 236 | 130 | 252 | 382 | 39,693 | 42,272 | 81,965 |
| 7. Temporary discharges..... | 10,803 | 11,489 | 22,292 | 1,138 | 1,297 | 2,435 | 3 | 30 | 33 | 23 | 84 | 107 | 11,967 | 12,900 | 24,867 |
| 8. Transferred to other Washington public schools and to self..... | 2,015 | 1,795 | 3,810 | 19 | 32 | 51 | ..... | 1 | 1 | 3 | 3 | 6 | 2,037 | 1,831 | 3,808 |
| 9. Discharged to private schools..... | 103 | 81 | 184 | 28 | 52 | 80 | ..... | ..... | 1 | ..... | 1 | 1 | 132 | 133 | 265 |
| 10. Discharged to work..... | 345 | 123 | 468 | 206 | 135 | 341 | 3 | 14 | 17 | 9 | 6 | 15 | 563 | 278 | 841 |
| 11. Discharged for any other cause..... | 481 | 535 | 1,016 | 101 | 128 | 229 | ..... | 7 | 7 | 2 | 2 | 4 | 584 | 672 | 1,256 |
| B. Total number discharged..... | 13,729 | 14,023 | 27,752 | 1,492 | 1,644 | 3,136 | 6 | 52 | 58 | 38 | 95 | 133 | 15,265 | 15,814 | 31,079 |
| 12. Number belonging on the last school day this report..... | 21,706 | 22,882 | 44,648 | 2,566 | 3,245 | 5,811 | 4 | 174 | 178 | 92 | 157 | 249 | 24,428 | 26,458 | 50,886 |
| V. Number of sessions school open..... | 171.0 | 171.0 | 170.4 | 170.4 | 171.0 | 171.0 | 171.0 | 171.0 | 171.0 | 171.0 | 171.0 | 171.0 | 170.9 | 170.9 | 170.9 |
| 13. Total number belonging (total for all sessions)..... | 3,800,528,400,007 | 593,7,808,121 | 474,789 | 601,971,1,076,790 | 1,094 | 31,665 | 32,759 | 16,461 | 29,580 | 46,041,4,292,872 | 4,670,806,8,963,081 | | | | |
| 14. Total number present (total for all sessions)..... | 3,516,201,3,701,508,7,217,79 | 445,866 | 556,808,1,002,674 | 1,006 | 30,447 | 31,453 | 15,022 | 26,609 | 41,631,3,978,045,4,315,375,8,253,467 | | | | | | |
| 15. Total number absent (total for all sessions)..... | 284,327 | 306,085 | 590,412 | 28,923 | 45,183 | 74,086 | 88 | 1,218 | 1,306 | 1,439 | 2,971 | 4,410 | 314,777 | 345,437 | 670,214 |

| | | | | | | | | | | | | | | | |
|--|----------|----------|----------|---------|---------|---------|-------|-------|-------|------|-------|--------|----------|----------|----------|
| 16. Total number times tardy (Total for all sessions)..... | 1,5, 745 | 12,462 | 28,207 | 6,156 | 6,323 | 12,579 | ..... | 292 | 292 | 10 | 10 | 21,911 | 19,176 | 41,047 | |
| 17. Whole number pupils enrolled..... | 26,012 | 51,133 | 3,158 | 3,905 | 7,063 | 8 | 203 | 211 | 110 | 299 | 319 | 28,288 | 39,438 | 58,726 | |
| 18. Average number belonging..... | 22,225,2 | 23,436,2 | 45,661,4 | 2,785,7 | 3,531,5 | 6,317,2 | 6,4 | 185,0 | 191,4 | 96,3 | 172,9 | 269,2 | 25,113,6 | 27,325,6 | 52,439,2 |
| 19. Average attendance..... | 20,562,6 | 21,646,2 | 42,208,8 | 2,571,0 | 3,264,6 | 5,837,6 | 5,9 | 178,0 | 183,9 | 87,8 | 155,6 | 243,4 | 23,272,3 | 25,246,4 | 51,518,7 |
| 20. Average absence..... | 1,662,6 | 1,790,0 | 3,452,6 | 169,7 | 261,9 | 434,6 | 0,5 | 7,0 | 7,5 | 8,5 | 17,3 | 25,8 | 1,841,3 | 2,079,2 | 3,920,5 |
| 21. Average per cent of attendance..... | 92,5 | 92,3 | 92,4 | 93,9 | 92,4 | 93,1 | 91,9 | 96,1 | 96,0 | 91,2 | 89,9 | 90,4 | 92,6 | 92,3 | 92,5 |
| 22. Per cent of absence..... | 7,5 | 7,7 | 7,6 | 6,1 | 7,6 | 6,9 | 8,1 | 3,9 | 4,0 | 8,8 | 10,1 | 9,6 | 7,4 | 7,7 | 7,5 |
| 23. Per cent of absence (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester..... | 35,495 | 36,905 | 72,400 | 4,058 | 4,889 | 8,947 | 10 | 226 | 236 | 130 | 252 | 382 | 39,693 | 42,272 | 81,965 |
| 24. Number pupils (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester..... | 10,483 | 10,784 | 21,267 | 900 | 984 | 1,881 | 2 | 23 | 25 | 20 | 43 | 63 | 11,405 | 11,834 | 23,239 |

Attendance of white pupils in the public schools of the District of Columbia for the first semester, ending Jan. 31, 1918.

| | Elementary. | | | Secondary. | | | Normal. | | | Vocational. | | | Grand total. | | |
|--|-------------|-----------|-----------|------------|---------|---------|---------|---------|--------|-------------|----------|-----------|--------------|-----------|-----------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 12. Number belonging on the last school day last report..... | | | | | | | | | | | | | | | |
| 1. Entries from last semester on first day this semester..... | 12,395 | 12,763 | 25,358 | 2,018 | 2,423 | 4,431 | 87 | 87 | 87 | 56 | 103 | 14,710 | 15,329 | 30,039 | |
| 2. Entries from 1st semester since first day this semester..... | 1,671 | 1,568 | 3,235 | 132 | 103 | 235 | 1 | 1 | 1 | 11 | 30 | 1,822 | 1,683 | 3,505 | |
| 3. Reentry those temporarily discharged..... | 6,732 | 7,237 | 14,029 | 689 | 674 | 1,363 | 16 | 16 | 16 | 15 | 25 | 7,491 | 7,912 | 15,433 | |
| 4. Entries by transfer from other Washington public schools and from self..... | 1,513 | 1,247 | 2,500 | 85 | 105 | 190 | 3 | 3 | 3 | 5 | 1,611 | 1,394 | 2,995 | | |
| 5. Entries from private schools..... | 135 | 175 | 311 | 47 | 26 | 73 | 2 | 2 | 2 | 4 | 243 | 203 | 446 | | |
| 6. Entries from all other sources..... | 3,232 | 3,238 | 6,470 | 2,19 | 2,03 | 412 | 5 | 5 | 5 | 4 | 4 | 3,445 | 3,446 | 6,891 | |
| A. Total number admitted..... | 25,094 | 25,208 | 52,207 | 3,230 | 3,334 | 6,764 | 111 | 111 | 111 | 83 | 84 | 107 | 21,312 | 20,997 | 59,309 |
| 7. Temporary discharges..... | 8,921 | 17,337 | 791 | 815 | 1,606 | 21 | 21 | 21 | 11 | 15 | 30 | 9,218 | 9,776 | 18,994 | |
| 8. Transferred to other Washington public schools and to self..... | 1,467 | 1,247 | 2,734 | 16 | 30 | 46 | 2 | 2 | 2 | 4 | 1,485 | 1,289 | 2,784 | | |
| 9. Discharged to private schools..... | 91 | 70 | 161 | 2 | 51 | 79 | 1 | 1 | 1 | 1 | 120 | 121 | 241 | | |
| 10. Discharged to work..... | 262 | 97 | 359 | 175 | 121 | 246 | 3 | 3 | 3 | 2 | 6 | 441 | 223 | 664 | |
| 11. Discharged for any other cause..... | 357 | 388 | 745 | 91 | 118 | 209 | 4 | 4 | 4 | 2 | 2 | 450 | 510 | 960 | |
| B. Total number discharged..... | 10,533 | 10,743 | 21,236 | 1,101 | 1,135 | 2,236 | 2 | 2 | 2 | 20 | 23 | 43 | 11,714 | 11,92 | 23,643 |
| 12. Number belonging on the last school day this report..... | 15,406 | 15,525 | 30,931 | 2,124 | 2,339 | 4,522 | 83 | 83 | 83 | 61 | 124 | 17,598 | 18,068 | 35,666 | |
| V. Number of sessions school open..... | 171.0 | 171.0 | 171.0 | 170.4 | 170.4 | 171.0 | 171.0 | 171.0 | 171.0 | 171.0 | 171.0 | 170.9 | 170.9 | 170.9 | |
| 13. Total number belonging (total for all sessions)..... | 2,701,127 | 2,719,845 | 4,421,001 | 338,125 | 410,016 | 823,141 | 15,394 | 15,394 | 10,927 | 10,912 | 21,839,3 | 100,179,3 | 186,106 | 6,2,6,2,5 | |
| 14. Total number present (total for all sessions)..... | 2,497,262 | 2,504,162 | 5,001,424 | 336,412 | 407,802 | 774,214 | 14,747 | 14,747 | 10,196 | 10,136 | 21,332 | 8,873 | 8,702 | 5,838,847 | 5,810,717 |
| 15. Total number absent (total for all sessions)..... | 233,865 | 215,712 | 419,577 | 21,713 | 32,214 | 53,927 | 557 | 557 | 557 | 731 | 776 | 1,507 | 226,309 | 219,259 | 475,568 |

Attendance of colored pupils in the public schools of the District of Columbia for the first semester, ending Jan. 31, 1918.

| | Elementary. | | | Secondary. | | | Normal. | | | Vocational. | | | Grand total. | | |
|--|-------------|-----------|-----------|------------|---------|---------|---------|---------|--------|-------------|---------|--------|--------------|-----------|-----------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 12'. Number belonging on the last school day last report..... | | | | | | | | | | | | | | | |
| 1. Entries from last semester on first day this semester..... | 5,020 | 6,068 | 11,088 | 448 | 930 | 1,378 | 6 | 103 | 109 | 21 | 60 | 81 | 5,495 | 7,161 | 12,656 |
| 2. Entries from last semester since first day this semester..... | 1,069 | 942 | 2,011 | 127 | 117 | 244 | 2 | 6 | 8 | 24 | 32 | 1,206 | 1,089 | 2,295 | |
| 3. Re-entry those temporarily discharged..... | 1,676 | 1,752 | 3,428 | 192 | 278 | 470 | 2 | 6 | 8 | 7 | 25 | 32 | 1,877 | 2,061 | 3,938 |
| 4. Entries by transfer from other Washington public schools and from self..... | 531 | 532 | 1,063 | 3 | 2 | 5 | | | | 28 | 28 | 534 | 562 | 1,096 | |
| 5. Entries from private schools..... | 10 | 10 | 20 | 21 | 3 | 24 | | | | 5 | 5 | 31 | 18 | 49 | |
| 6. Entries from all other sources..... | 1,190 | 1,333 | 2,533 | 37 | 25 | 62 | | | | 11 | 26 | 37 | 1,238 | 1,384 | 2,622 |
| A. Total number admitted..... | 9,496 | 10,637 | 20,133 | 828 | 1,355 | 2,183 | 10 | 115 | 125 | 47 | 168 | 215 | 10,381 | 12,275 | 22,656 |
| 7. Temporary discharges..... | 2,387 | 2,568 | 4,955 | 347 | 482 | 828 | 3 | 9 | 12 | 12 | 45 | 77 | 2,749 | 3,124 | 5,873 |
| 8. Transferred to other Washington public schools and to self..... | 548 | 528 | 1,076 | 3 | 2 | 5 | | | | 1 | 1 | 2 | 552 | 532 | 1,084 |
| 9. Discharged to private schools..... | 12 | 11 | 23 | | 1 | 1 | | | | | | | 12 | 12 | 24 |
| 10. Discharged to work..... | 83 | 26 | 109 | 31 | 14 | 45 | 3 | 11 | 14 | 5 | 4 | 9 | 122 | 55 | 177 |
| 11. Discharged for any other cause..... | 124 | 147 | 271 | 10 | 10 | 20 | | 3 | 3 | 2 | 2 | 2 | 134 | 162 | 296 |
| B. Total number discharged..... | 3,136 | 3,280 | 6,416 | 391 | 500 | 900 | 6 | 24 | 30 | 18 | 72 | 90 | 3,551 | 3,885 | 7,436 |
| 12. Number belonging on the last school day this report..... | 6,390 | 7,357 | 13,717 | 437 | 846 | 1,283 | 4 | 91 | 95 | 29 | 96 | 125 | 6,830 | 8,390 | 15,220 |
| V. Number of sessions school open..... | 171.0 | 171.0 | 170.6 | 170.6 | 171.0 | 171.0 | | 171.0 | 171.0 | 171.0 | 171.0 | 171.0 | 170.9 | 170.9 | 170.9 |
| 13. Total number belonging (total for all sessions)..... | 1,099,401 | 1,287,719 | 2,387,120 | 86,664 | 161,955 | 248,619 | 1,094 | 16,361 | 17,455 | 5,534 | 18,608 | 24,202 | 1,192,693 | 1,484,703 | 2,677,396 |
| 14'. Total number present (total for all sessions)..... | 1,018,939 | 1,197,346 | 2,216,285 | 79,454 | 149,006 | 228,460 | 1,006 | 15,700 | 16,706 | 4,826 | 16,473 | 21,239 | 1,104,225 | 1,378,525 | 2,482,750 |
| 15. Total number absent (total for all sessions)..... | 80,462 | 90,373 | 170,835 | 7,210 | 12,949 | 20,159 | 88 | 661 | 749 | 708 | 2,195 | 2,903 | 88,468 | 106,178 | 194,646 |
| 16. Total number times tardy (total for all sessions)..... | 2,866 | 2,825 | 5,691 | 1,102 | 1,246 | 2,348 | | 47 | 47 | 17 | 56 | 73 | 3,985 | 4,174 | 8,159 |

| | | | | | | | | | | | | | | | |
|--|---------|---------|----------|-------|-------|---------|------|------|-------|------|-------|-------|---------|---------|----------|
| I.7. Whole number pupils enrolled. | 7,222 | 8,357 | 6,5628 | 6,433 | 1,075 | 1,708 | 8 | 108 | 116 | 39 | 142 | 181 | 7,052 | 9,4882 | 17,631 |
| I.8. Average number belonging. | 6,129.2 | 7,520.5 | 13,950.7 | 508.0 | 949.3 | 1,157.3 | 6.4 | 95.6 | 102.0 | 32.4 | 109.1 | 111.5 | 6,976.0 | 8,684.5 | 15,600.5 |
| I.9. Average attendance. | 5,058.7 | 7,002.0 | 12,960.7 | 465.7 | 873.4 | 1,339.1 | 5.9 | 91.8 | 97.7 | 28.2 | 96.3 | 121.5 | 6,458.5 | 8,063.5 | 14,522.0 |
| I.10. Average absence. | 470.5 | 528.5 | 999.0 | 42.3 | 75.9 | 118.2 | 5 | 3.8 | 4.3 | 4.2 | 12.8 | 17.0 | 517.5 | 621.0 | 1,138.5 |
| I.11. Per cent of attendance. | 92.6 | 92.9 | 92.8 | 91.6 | 92.0 | 91.9 | 91.9 | 95.9 | 95.4 | 87.2 | 88.2 | 88.0 | 92.5 | 92.8 | 92.7 |
| I.12. Per cent of absence. | 7.4 | 7.1 | 7.2 | 8.4 | 8.0 | 8.1 | 8.1 | 4.1 | 4.6 | 12.8 | 11.8 | 12.0 | 7.5 | 7.2 | 7.3 |
| II. Number pupils (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester. | | | | | | | | | | | | | | | |
| II.1. Per cent of absence. | 9,496 | 10,637 | 20,133 | 828 | 1,335 | 2,183 | 10 | 115 | 125 | 47 | 168 | 215 | 10,381 | 12,275 | 22,656 |
| II.2. Number of this report. | 2,224 | 2,280 | 4,504 | 195 | 280 | 475 | 2 | 7 | 9 | 8 | 26 | 34 | 2,429 | 2,593 | 5,022 |

REPORT OF THE BOARD OF EDUCATION.

| Elementary. | | | | Secondary. | | | | Normal. | | | | Vocational. | | | | Grand total. | | | |
|--|-----------|-----------|-----------|------------|---------|-----------|---------|---------|--------|---------|--------|-------------|-----------|-----------|-----------|--------------|--------|--|--|
| Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | | |
| 12 ^o . Number belonging on the last school day last report..... | | | | | | | | | | | | | | | | | | | |
| 1. Entries from last semester on first day this semester..... | 21,969 | 42,617 | 2,827 | 3,654 | 6,481 | 4 | 166 | 170 | 103 | 148 | 251 | 23,642 | 25,877 | 49,519 | | | | | |
| 2. Entries from last semester since first day this semester..... | 2,032 | 4,158 | 76 | 105 | 181 | | 5 | 5 | 1 | 21 | 22 | 2,183 | 2,183 | 4,366 | | | | | |
| 3. Reentry those temporarily discharged..... | 10,338 | 21,200 | 676 | 1,110 | 1,816 | | 24 | 14 | 28 | 42 | 11,028 | 12,054 | 23,082 | | | | | | |
| 4. Entries by transfer from other Washington public schools and from self..... | 1,221 | 932 | 2,153 | 87 | 20 | | 107 | 22 | 4 | 5 | 9 | 1,312 | 979 | 2,291 | | | | | |
| 5. Entries from private schools..... | 55 | 33 | 88 | 9 | 7 | | 16 | 1 | 1 | ..... | 64 | 41 | 105 | | | | | | |
| 6. Entries from all other sources..... | 1,322 | 1,259 | 2,581 | 42 | 76 | | 118 | 1 | 1 | 4 | 5 | 1,365 | 1,340 | 2,705 | | | | | |
| A. Total number admitted..... | 35,750 | 37,047 | 72,797 | 3,717 | 5,002 | 8,719 | 4 | 219 | 223 | 123 | 206 | 329 | 39,594 | 42,474 | 82,068 | | | | |
| 7. Temporary discharges..... | 12,231 | 12,561 | 24,792 | 898 | 1,427 | 2,355 | | 25 | 25 | 17 | 55 | 72 | 13,146 | 14,068 | 27,214 | | | | |
| 8. Transferred to other Washington public schools and to self..... | 1,223 | 958 | 2,181 | 28 | 40 | 68 |  | ..... | ..... | 3 | 1 | 4 | 1,254 | 999 | 2,253 | | | | |
| 9. Discharged to private schools..... | 32 | 45 | 77 | 18 | 31 | 49 |  | ..... | ..... | ..... | ..... | 50 | 76 | 126 | | | | | |
| 10. Discharged to work..... | 509 | 130 | 639 | 245 | 173 | 418 | 1 | 4 | 5 | 4 | 8 | 12 | 759 | 315 | 1,074 | | | | |
| 11. Discharged from any other cause..... | 863 | 889 | 1,752 | 134 | 197 | 331 | 1 | 30 | 31 | 2 | 4 | 6 | 1,000 | 1,120 | 2,120 | | | | |
| B. Total number discharged..... | 14,858 | 14,583 | 29,441 | 1,323 | 1,868 | 3,191 | 2 | 59 | 61 | 26 | 68 | 94 | 15,669 | 16,578 | 32,247 | | | | |
| 12. Number belonging on the last school day this report..... | 20,892 | 22,464 | 43,356 | 2,384 | 3,134 | 5,528 | 2 | 160 | 162 | 97 | 138 | 235 | 23,925 | 25,896 | 49,821 | | | | |
| V. Number of sessions school open..... | 175.0 | 175.0 | 175.0 | 173.8 | 173.8 | 173.8 | 175.0 | 175.0 | 175.0 | 175.0 | 175.0 | 175.0 | 175.0 | 174.8 | 174.8 | 174.8 | | | |
| 13. Total number belonging (total for all sessions)..... | 3,790,609 | 2,992,185 | 7,782,794 | 471,764 | 601,198 | 1,072,942 | 477 | 29,153 | 29,630 | 17,511 | 26,350 | 43,841 | 4,280,361 | 4,648,866 | 8,929,227 | | | | |
| 14. Total number present (total for all sessions)..... | 3,498,311 | 3,685,752 | 7,184,083 | 442,109 | 552,477 | 991,586 | 473 | 28,041 | 28,514 | 16,300 | 23,992 | 40,292 | 3,057,183 | 4,290,262 | 8,247,455 | | | | |
| 15. Total number absent (total for all sessions)..... | 292,298 | 306,433 | 598,731 | 29,655 | 48,721 | 78,376 | 4 | 1,112 | 1,116 | 1,211 | 2,338 | 3,549 | 323,168 | 358,604 | 681,772 | | | | |
| 16. Total number times tardy (total for all sessions)..... | 14,500 | 11,305 | 25,805 | 6,819 | 7,338 | 14,117 | ..... | 116 | 116 | 21 | 59 | 80 | 21,340 | 18,828 | 40,168 | | | | |

Attendance of white pupils in the public schools of the District of Columbia for the second semester, ending June 30, 1918.

| | Elementary. | | | Secondary. | | | Normal. | | | Vocational. | | | Grand total. | | |
|--|-------------|-----------|-----------|------------|---------|---------|---------|---------|--------|-------------|---------|--------|--------------|-----------|-----------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| | | | | | | | | | | | | | | | |
| 12'. Number belonging on the last school day last report..... | | | | | | | | | | | | | | | |
| 1. Entries from last semester on first day this semester..... | 14,933 | 15,186 | 30,149 | 2,342 | 2,674 | 5,016 | ..... | 75 | 75 | 58 | 133 | 17,380 | 17,993 | 35,373 | |
| 2. Entries from last semester since first day this semester..... | 1,170 | 1,094 | 2,264 | 41 | 52 | 93 | ..... | 5 | 5 | 1 | 6 | 7 | 1,212 | 1,157 | 2,369 |
| 3. Re-entry those temporarily discharged..... | 8,521 | 9,019 | 17,570 | 515 | 841 | 1,386 | ..... | 22 | 22 | 14 | 17 | 31 | 9,080 | 9,929 | 19,009 |
| 4. Entries by transfer from other Washington public schools and from self..... | 926 | 716 | 1,642 | 70 | 18 | 88 | ..... | 22 | 22 | 2 | 2 | 2 | 998 | 756 | 1,754 |
| 5. Entries from private schools..... | 45 | 30 | 75 | 9 | 7 | 16 | ..... | 1 | 1 | 1 | 1 | 1 | 54 | 38 | 92 |
| 6. Entries from all other sources..... | 1,065 | 981 | 2,046 | 42 | 71 | 113 | ..... | 1 | 1 | 1 | 1 | 1 | 1,108 | 1,033 | 2,161 |
| A. Total number admitted..... | 26,680 | 27,053 | 53,736 | 3,049 | 3,663 | 6,712 | ..... | 126 | 126 | 93 | 81 | 174 | 29,832 | 30,928 | 60,758 |
| 7. Temporary discharges..... | 9,909 | 10,335 | 20,241 | 666 | 985 | 1,651 | ..... | 24 | 24 | 16 | 20 | 36 | 10,591 | 11,384 | 21,955 |
| 8. Transferred to other Washington public schools and to self..... | 905 | 691 | 1,596 | 27 | 37 | 64 | ..... | 3 | 3 | 3 | 3 | 3 | 935 | 728 | 1,663 |
| 9. Discharged to private schools..... | 24 | 39 | 63 | 18 | 31 | 49 | ..... | ..... | ..... | ..... | ..... | 42 | 70 | 112 | |
| 0. Discharged to work..... | 417 | 112 | 529 | 224 | 162 | 386 | ..... | 2 | 2 | 1 | 3 | 4 | 642 | 279 | 921 |
| 1. Discharged for any other cause..... | 709 | 704 | 1,413 | 119 | 181 | 300 | ..... | 28 | 28 | 2 | 3 | 5 | 830 | 916 | 1,746 |
| B. Total number discharged..... | 11,964 | 11,881 | 23,845 | 1,054 | 1,396 | 2,450 | ..... | 54 | 54 | 22 | 26 | 48 | 12,500 | 13,357 | 25,867 |
| 2. Number belonging on the last school day this report..... | 14,726 | 15,175 | 29,901 | 1,995 | 2,267 | 4,262 | ..... | 72 | 72 | 71 | 55 | 146 | 17,332 | 17,569 | 34,901 |
| V. Number of sessions school open..... | 175,0 | 175,0 | 175,0 | 173,4 | 173,4 | 173,4 | ..... | 175,0 | 175,0 | 175,0 | 175,0 | 175,0 | 174,7 | 174,7 | 174,7 |
| 1. Total number belonging (total for all sessions)..... | 2,692,408 | 2,719,629 | 5,412,037 | 391,884 | 436,827 | 828,711 | ..... | 13,521 | 13,521 | 12,691 | 10,305 | 22,996 | 3,180,282 | 6,277,265 | |
| 2. Total number present (total for all sessions)..... | 2,480,038 | 2,499,442 | 4,979,510 | 368,105 | 401,002 | 769,107 | ..... | 12,870 | 12,870 | 11,981 | 9,635 | 21,616 | 2,860,154 | 5,922,949 | 5,783,103 |
| 3. Total number absent (total for all sessions)..... | 212,340 | 220,187 | 432,527 | 23,779 | 35,825 | 59,604 | ..... | 651 | 651 | 710 | 670 | 1,350 | 236,829 | 257,333 | 491,102 |
| 4. Total number times tardy (total for all sessions)..... | 11,031 | 9,924 | 20,955 | 5,865 | 5,578 | 11,466 | ..... | 110 | 110 | 17 | 13 | 30 | 17,796 | 14,545 | 32,311 |

| | | | | | | | | | | | | | | | |
|--|----------|----------|----------|---------|---------|---------|-------|------|------|------|--------|----------|----------|----------|---------|
| 17. Whole number pupils enrolled..... | 17,261 | 17,316 | 2,477 | 2,785 | 5,262 | ..... | 104 | 104 | 64 | 140 | 19,817 | 20,209 | 40,086 | | |
| 13. Average number belonging..... | 15,385.2 | 15,540.7 | 39,925.9 | 2,260.0 | 2,519.1 | 4,779.1 | ..... | 77.2 | 72.5 | 58.9 | 131.4 | 17,717.7 | 18,195.9 | 35,913.6 | |
| 14. Average attendance..... | 14,171.8 | 14,252.5 | 28,454.3 | 2,122.9 | 2,312.5 | 4,435.4 | ..... | 73.5 | 73.5 | 68.4 | 123.5 | 16,383.1 | 16,723.6 | 33,086.7 | |
| 15. Average absence..... | 1,213.4 | 1,258.2 | 2,471.6 | 137.1 | 206.6 | 343.7 | ..... | 3.7 | 3.7 | 4.1 | 3.8 | 7.9 | 1,354.6 | 1,472.3 | 2,826.9 |
| I. Per cent of attendance..... | 92.1 | 91.9 | 92.0 | 93.9 | 91.7 | 92.8 | ..... | 95.2 | 95.2 | 94.4 | 93.4 | 94.0 | 92.3 | 91.9 | 92.1 |
| II. Per cent of absence..... | 7.9 | 8.1 | 8.0 | 6.1 | 8.3 | 7.2 | ..... | 4.8 | 4.8 | 5.6 | 6.6 | 6.0 | 7.7 | 8.1 | 7.9 |
| 18. Number pupils (less transfers) enrolled each report, second semester and not enrolled in any public school in Washington first semester. | 1,110 | 1,011 | 2,121 | 51 | 78 | 129 | ..... | 2 | 2 | 1 | 1 | 1,162 | 1,091 | 2,233 | |
| Y. No. A of this report + No. 17 of last report | 26,690 | 27,036 | 53,746 | 3,049 | 3,663 | 6,712 | ..... | 126 | 126 | 93 | 81 | 174 | 29,882 | 30,926 | 60,758 |
| Z. No. 3 of this report + No. 8 of this report. | 9,426 | 9,740 | 19,166 | 572 | 878 | 1,450 | ..... | 22 | 22 | 17 | 17 | 34 | 10,045 | 10,657 | 20,672 |

Attendance of colored pupils in the public schools of the District of Columbia for the second semester, ending June 30, 1918.

| Elementary. | | | | Secondary. | | | | Normal. | | | | Vocational. | | | | Grand total. | | | |
|--|-------------------------------|--------|---------|------------|--------|--------|---------|---------|--------|--------------------------------------|--------|-------------|---------|---------|---------|--------------|--------|--|--|
| Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | | |
| 12. Number belonging on the last school day last report. | | | | | | | | | | | | | | | | | | | |
| 1. Entries from last semester on first day this semester. | 5,745 | 6,723 | 12,468 | 485 | 980 | 1,465 | 4 | 91 | 95 | 28 | 90 | 118 | 6,262 | 7,884 | 14,146 | | | | |
| 2. Entries from last semester since first day this semester. | 936 | 958 | 1,896 | 35 | 53 | 88 | | | | | 15 | 15 | 971 | 1,026 | 1,997 | | | | |
| 3. Reentry those temporarily discharged. | 1,817 | 1,813 | 3,630 | 131 | 299 | 430 | | | 2 | 2 | 11 | 11 | 1,948 | 2,125 | 4,073 | | | | |
| 4. Entries by transfer from other Washington public schools and from self. | 295 | 216 | 511 | 17 | 2 | 19 | | | | 2 | 5 | 7 | 314 | 223 | 537 | | | | |
| 5. Entries from private schools. | 10 | 3 | 13 | | | | | | | | | | 10 | 3 | 13 | | | | |
| 6. Entries from all other sources. | 257 | 278 | 535 | | | | 5 | | | | | | 4 | 4 | 257 | 544 | | | |
| A. Total number admitted | 9,050 | 9,991 | 19,051 | 668 | 1,339 | 2,007 | 4 | 93 | 97 | 30 | 125 | 155 | 9,762 | 11,548 | 21,310 | | | | |
| 7. Temporary discharges | 2,322 | 2,226 | 4,548 | 232 | 442 | 674 | | 1 | 1 | 1 | 35 | 36 | 2,555 | 2,704 | 5,259 | | | | |
| 8. Transferred to other Washington public schools and to self. | 318 | 267 | 585 | 1 | 3 | 4 | | | | | 1 | 1 | 319 | 271 | 590 | | | | |
| 9. Discharged to private schools | 8 | 6 | 14 | | | | | | | | | | | 8 | 6 | 14 | | | |
| 10. Discharged to work | 92 | 18 | 110 | 21 | 11 | 32 | 1 | 2 | 3 | 3 | 5 | 8 | 117 | 36 | 153 | | | | |
| 11. Discharged for any other cause | 154 | 185 | 339 | 15 | 16 | 31 | 1 | 2 | 3 | 1 | 1 | 1 | 170 | 204 | 374 | | | | |
| B. Total number discharged | 2,894 | 2,702 | 5,596 | 269 | 472 | 741 | 2 | 5 | 7 | 4 | 42 | 46 | 3,169 | 3,221 | 6,390 | | | | |
| 12. Number belonging on the last school day this report. | 6,166 | 7,289 | 13,455 | 399 | 867 | 1,266 | 2 | 88 | 90 | 26 | 83 | 109 | 6,793 | 8,327 | 14,920 | | | | |
| V. Number of sessions school open. | 175.0 | 175.0 | 175.0 | 175.0 | 175.0 | 175.0 | | | | | | | 175.0 | 175.0 | 175.0 | 175.0 | 175.0 | | |
| 13. Total number belonging (total for all sessions). | 1,098,201,1,272,556,2,370,757 | 79,880 | 164,371 | 244,251 | 477 | 15,632 | 16,109 | 4,820 | 16,025 | 20,845,1,183,378,1,468,584,2,651,962 | | | | | | | | | |
| 14. Total number present (total for all sessions). | 1,018,243,1,186,310,2,204,553 | 74,004 | 151,475 | 225,479 | 473 | 15,171 | 15,644 | 4,319 | 14,357 | 18,676,1,007,039,1,367,313,2,464,352 | | | | | | | | | |
| 15. Total number absent (total for all sessions). | 79,958 | 86,246 | 166,204 | 5,876 | 12,896 | 18,772 | 4 | 461 | 465 | 501 | 1,668 | 2,169 | 86,339 | 101,271 | 187,610 | | | | |
| 16. Total number times tardy (total for all sessions). | 9,580 | 9,471 | 5,060 | 051 | 1,760 | 2,711 | | | | | 4 | 46 | 50 | 2,544 | 4,987 | 7,897 | | | |

| | | | | | | | | | | | | | | | |
|--|---------|---------|----------|-------|-------|---------|-------|-------|-------|-------|------|-------|---------|---------|----------|
| 17. Whole number pupils enrolled | 6,925 | 7,911 | 14,836 | 5361 | 1,037 | 1,573 | 4 | 91 | 95 | 30 | 113 | 143 | 7,495 | 9,152 | 16,647 |
| 13. Average number belonging | 6,275.4 | 7,271.7 | 13,547.1 | 456.4 | 939.3 | 1,355.7 | 2.7 | 89.3 | 92.0 | 27.5 | 91.6 | 119.1 | 6,762.0 | 8,331.9 | 15,153.9 |
| 14. Average attendance | 5,818.5 | 6,778.9 | 12,597.4 | 492.9 | 865.6 | 1,288.5 | 2.7 | 86.7 | 89.4 | 24.6 | 82.1 | 106.7 | 6,268.7 | 7,813.3 | 14,082.0 |
| 15. Average absence | 456.9 | 492.8 | 949.7 | 33.5 | 73.7 | 107.2 | ..... | 2.6 | 2.6 | 2.9 | 9.5 | 12.4 | 493.3 | 578.6 | 1,071.9 |
| I. Per cent of attendance | 92.7 | 93.2 | 93.0 | 92.6 | 92.1 | 92.3 | 99.1 | 97.0 | 97.1 | 89.6 | 80.5 | 89.6 | 92.7 | 93.1 | 92.9 |
| II. Per cent of absence | 7.3 | 6.8 | 7.0 | 7.4 | 7.9 | 7.7 | .9 | 3.0 | 2.9 | 10.4 | 10.5 | 10.4 | 7.3 | 6.9 | 7.1 |
| 18. Number of pupils (less transfers) enrolled each report, second semester and not enrolled in any public school in Washington first semester | 267 | 281 | 548 | ..... | 5 | 5 | ..... | ..... | ..... | 4 | 4 | 4 | 267 | 290 | 557 |
| Y. No. A of this report+No. 17 of last report. | 9,090 | 9,901 | 19,051 | 668 | 1,339 | 2,007 | 4 | 93 | 97 | 30 | 125 | 155 | 9,762 | 11,548 | 21,310 |
| Z. No. 3 of this report+No. 8 of this report.. | 2,135 | 2,080 | 4,215 | 132 | 302 | 434 | ..... | 2 | 2 | ..... | 12 | 12 | 2,267 | 2,396 | 4,663 |

Respectfully submitted.

To the SUPERINTENDENT OF SCHOOLS.

JOHN W. F. SMITH, *Statistician.*



REPORT OF OFFICE OF FINANCE AND ACCOUNTING.

JUNE 30, 1918.

SIR: I have the honor to submit the following report of the business transacted in the office of finance and accounting for the fiscal year ended June 30, 1918:

RECEIPTS AND EXPENDITURES.

The total receipts from all sources for the year, including balances from previous years, amounted to \$5,019,578.73, the total expenditures of all kinds during the year amounted to \$3,706,700.40, the unexpended balances carried to the surplus fund pursuant to law at the close of the year amounted to \$38,671.12, and the balances of all kinds at the close of the year amounted to \$1,274,207.41, as follows:

| | Detail. | Total. |
|---|----------------|-----------------------|
| RESOURCES. | | |
| Revenue receipts: | | |
| Subventions and grants from State..... | \$2,049,657.23 | |
| Appropriations from city treasury..... | 2,049,657.23 | |
| Tuition and other fees from patrons..... | 400.50 | |
| All other revenue..... | 100,182.74 | |
| Balances from previous year..... | | \$4,199,837.70 |
| | | 819,681.03 |
| Total. | | 5,019,578.73 |
| DISBURSEMENTS. | | |
| Expenses of general control: | | |
| Board of Education and secretary's office..... | 5,784.65 | |
| School census..... | 3,285.26 | |
| Finance offices and accounts..... | 7,295.00 | |
| Office in charge of supplies..... | 4,528.80 | |
| Office of superintendent of schools..... | 19,727.07 | |
| Enforcement of compulsory education and truancy laws..... | 4,285.00 | |
| | | 44,905.78 |
| Expenses of instruction: | | |
| Salaries of supervisors of grades and subjects..... | 35,963.34 | |
| Other expenses of supervisors..... | 1,985.82 | |
| Salaries of principals and their clerks..... | 116,240.20 | |
| Other expenses of principals..... | 4,690.18 | |
| Salaries of teachers..... | 1,968,180.26 | |
| Textbooks..... | 36,062.87 | |
| Stationery and supplies used in instruction..... | 135,198.75 | |
| Other expenses of instruction..... | 1,518.71 | |
| | | 2,299,840.13 |
| Expenses of operation of school plant: | | |
| Wages of janitors and other employees..... | 188,427.25 | |
| Fuel..... | 105,375.91 | |
| Light and power..... | 14,624.07 | |
| Janitors' supplies..... | 15,685.43 | |
| Other expenses of operation of school plant..... | 3,461.27 | |
| | | 327,573.95 |
| Expenses of maintenance of school plant: | | |
| Repair and upkeep of buildings and grounds..... | 148,521.82 | |
| Repair and replacement of equipment..... | 17,510.15 | |
| | | 166,031.97 |

| | Detail. | Total. |
|--|------------|--------------|
| DISBURSEMENTS—continued. | | |
| Expenses of auxiliary agencies: | | |
| Libraries— | | |
| Salaries..... | \$7,680.36 | |
| Books..... | 1,398.74 | |
| Other expenses..... | 601.26 | |
| Promotion of health— | | |
| Salaries..... | 15,741.78 | |
| Other expenses..... | 2,198.80 | |
| Transportation..... | 325.00 | |
| | | \$27,945.94 |
| Miscellaneous expenses: | | |
| Payments to schools of other civil divisions..... | 22,646.13 | |
| Rent..... | 14,491.50 | |
| | | 37,139.63 |
| Outlays: | | |
| Land..... | 57,374.31 | |
| New buildings..... | 82,923.24 | |
| Alterations to old buildings..... | 328.21 | |
| Equipment of new buildings and grounds..... | 132,146.55 | |
| Equipment of old buildings, exclusive of replacements..... | 6,453.89 | |
| | | 279,226.20 |
| Other expenses: | | |
| Payments of orders and warrants of preceding years..... | 523,636.30 | |
| Miscellaneous payments..... | 400.50 | |
| | | 524,036.80 |
| Carried to surplus fund pursuant to law..... | | 38,671.12 |
| Balances at close of year..... | | 1,274,207.21 |
| Total..... | | 5,019,578.73 |

The detailed statements of expenditures for the fiscal year ended June 30, 1918, are set forth in statements "A" and "B," with comparisons for the fiscal years 1917, 1916, and 1915, as follows:

REPORT OF THE BOARD OF EDUCATION.

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STATEMENT A.—Consolidated statement of expenses for the fiscal year ended June 30, 1918, with comparisons with 1917, 1916, and 1915.

[1918 data, italic; 1917 data, roman; 1916 data, roman; 1915 data, roman.]

| | Total. | Salaries. | Other objects. | Day schools. | Elementary. | Secondary. | Evening schools. | Elementary. | Secondary. | Normal schools. | Schools for the industries. | Special schools. | Special activities. |
|---|-----------------------|--------------------|-------------------|--------------|-------------|------------|------------------|-------------|-------------|-----------------|-----------------------------|------------------|---------------------|
| Expenses of general control..... | \$14,905.78 | \$35,264.81 | \$7,640.97 | | | | | | | | | | |
| 40,986.08 | 32,177.06 | 8,806.62 | | | | | | | | | | | |
| 43,984.19 | 30,211.86 | 13,772.33 | | | | | | | | | | | |
| 42,108.76 | 29,288.95 | 12,810.81 | | | | | | | | | | | |
| Miscellaneous expenses: | | | | | | | | | | | | | |
| Expenses of instruction..... | \$2,299,840.13 | | | | | | | | | | | | |
| 2,012,177.21 | 1,383,678.12 | 623,274.93 | 13,144.62 | 10,219.11 | 64,732.49 | 57,194.80 | \$14,890.95 | \$21,108.75 | \$33,168.43 | | | | |
| 2,015,183.27 | 1,347,927.26 | 538,289.19 | 10,904.61 | 7,670.91 | 54,321.14 | 24,481.30 | 25,663.17 | 35,960.36 | 45,960.36 | | | | |
| | 1,211,619.23 | 337,454.69 | 11,492.54 | 7,249.91 | 56,970.44 | 19,578.51 | 22,706.91 | 35,730.51 | 55,730.51 | | | | |
| Expenses of operation of school plant..... | 327,573.95 | | | | | | | | | | | | |
| 316,979.75 | 229,365.89 | 75,813.85 | 4,636.98 | 3,589.19 | 10,429.43 | 4,124.98 | 4,039.08 | 4,774.55 | 5,400.00 | | | | |
| 266,041.41 | 215,178.11 | 81,992.98 | 1,761.50 | 2,089.00 | 10,761.55 | 4,473.27 | 3,240.34 | 3,513.72 | 3,595.00 | | | | |
| 223,218.04 | 152,709.51 | 35,818.18 | 1,516.30 | 1,140.28 | 7,983.83 | 2,561.59 | 2,529.13 | 2,600.00 | 2,600.00 | | | | |
| | 163,408.67 | 43,161.62 | 1,599.88 | 1,142.81 | 8,831.89 | 3,081.64 | 1,392.13 | | | | | | |
| Expenses of maintenance of school plant..... | 166,031.97 | | | | | | | | | | | | |
| 160,386.68 | 146,922.90 | 11,801.59 | 1,557.43 | 1,557.43 | 1,557.43 | 9,141.32 | 887.33 | 887.33 | 887.33 | | | | |
| 123,647.18 | 138,997.04 | 14,161.42 | 315.09 | 1,250.67 | 1,250.67 | 8,290.03 | 150.65 | 150.65 | 150.65 | | | | |
| 136,162.53 | 103,892.43 | 16,023.25 | 468.20 | 1,085.93 | 1,085.93 | 7,473.20 | 760.86 | 760.86 | 760.86 | | | | |
| | 103,450.50 | 19,535.41 | 184.93 | 5,396.17 | 5,396.17 | 1,217.22 | 2,694.71 | 2,694.71 | 2,694.71 | | | | |
| Expenses of auxiliary agencies..... | 27,945.94 | | | | | | | | | | | | |
| 22,732.31 | 14,405.14 | 10,134.06 | 2,044.96 | 87.11 | 1,274.64 | | | | | | | | |
| 19,901.70 | 9,557.39 | 9,529.88 | 2,649.78 | 153.26 | 800.00 | | | | | | | | |
| 17,941.84 | 8,903.12 | 7,324.89 | 2,416.14 | 292.70 | 904.78 | | | | | | | | |
| | 6,632.14 | 7,556.34 | 2,775.84 | 238.20 | 716.33 | | | | | | | | |
| Miscellaneous expenses..... | 37,139.63 | | | | | | | | | | | | |
| 32,082.36 | 11,973.50 | 10,821.00 | 8,641.00 | 325.00 | 325.00 | | | | | | | | |
| | 31,586.00 | 9,100.00 | | | | | | | | | | | |
| 28,625.00 | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Total..... | \$2,903,427.40 | | | | | | | | | | | | |
| 2,725,986.91 | 1,926,563.69 | 695,732.58 | 28,958.42 | 21,684.26 | 71,126.62 | 31,244.36 | 61,975.91 | 61,975.91 | 61,975.91 | | | | |
| 2,436,811.33 | 1,758,231.46 | 728,899.21 | 15,421.81 | 12,308.11 | 70,437.49 | 30,705.07 | 51,058.52 | 49,931.44 | 49,931.44 | | | | |
| 2,283,855.68 | 1,622,073.32 | 596,928.35 | 12,880.17 | 8,811.19 | 66,007.04 | 27,814.79 | 51,631.27 | 51,631.27 | 51,631.27 | | | | |
| | 1,498,994.94 | 608,032.46 | 13,277.35 | 8,392.72 | 73,964.34 | 24,115.57 | 46,238.46 | 46,238.46 | 46,238.46 | | | | |

STATEMENT A.—Consolidated statement of expenses for the fiscal year ended June 30, 1918, with comparisons with 1917, 1916, and 1915—Continued.

[1918 data, italic; 1917 data, roman; 1916 data, roman; 1915 data, roman.]

| | Total. | Salaries. | Other objects. | Day schools. | Evening schools. | Normal schools. | Schools for the industries. | Special schools. | Special activities. |
|---------------------|---------------------|-------------------|-------------------|---------------------|--------------------|-------------------|-----------------------------|-------------------|---------------------|
| Outlays..... | <i>\$279,266.20</i> | | | <i>\$177,127.34</i> | <i>\$98,166.42</i> | <i>\$2,747.82</i> | <i>\$675.65</i> | | |
| | 633,238.06 | | | 131,266.94 | 49,149.47 | 137,558 | 1,910.00 | 1,940.83 | |
| | 1,238,319.75 | | | 131,813.87 | 1,055,696.95 | 4,391.16 | 1,439.58 | 1,026.50 | |
| | 652,221.20 | | | 43,117.78 | 59,700.92 | 605.74 | 100.00 | 417.28 | 1,199.40 |
| Other expenses..... | <i>624,036.80</i> | | | <i>624,036.80</i> | | | | | |
| | 44,202.04 | | | 44,202.04 | | | | | |
| | 5,751.08 | | | 5,757.08 | | | | | |
| | 63,779.85 | | | 63,779.85 | | | | | |
| Grand total..... | <i>\$706,700.40</i> | <i>\$5,294.81</i> | <i>633,677.77</i> | <i>2,103,691.03</i> | <i>733,939.00</i> | <i>21,653.92</i> | <i>73,874.44</i> | <i>\$2,621.56</i> | <i>\$1,195.28</i> |
| | 3,444,423.09 | 32,177.06 | 53,011.66 | 1,805,528.60 | 1,220,348.58 | 15,925.15 | 12,308.11 | 31,763.33 | 51,875.27 |
| | 3,181,445.32 | 30,211.86 | 19,529.41 | 1,756,887.19 | 1,638,155.46 | 13,056.22 | 8,811.19 | 52,170.85 | 8,298.51 |
| | 3,041,240.49 | 29,288.95 | 78,599.66 | 1,539,387.72 | 1,202,733.35 | 13,883.00 | 8,192.72 | 46,655.66 | 12,339.24 |

STATEMENT B.—*Detailed statement of expenditures for the fiscal year ended June 30, 1918, with comparison with 1917, 1916, and 1915.*

[1918 data, italic; 1917 data, roman; 1916 data, roman.]

REPORT OF THE BOARD OF EDUCATION.

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| | Total. | Salaries. | Other objects. |
|--|-----------|-----------|----------------|
| Expenses of general control: | | | |
| Board of education and secretary's office | 5,784.65 | 4,679.46 | 1,905.19 |
| | 4,721.55 | 3,436.78 | 1,290.77 |
| | 5,807.63 | 4,406.61 | 1,640.92 |
| | 4,833.84 | 4,235.00 | 598.84 |
| School census | 3,985.95 | 1,670.00 | 1,815.26 |
| | 3,228.56 | 1,400.00 | 1,828.56 |
| | 5,893.82 | 1,400.00 | 4,495.82 |
| Financial offices and accounts | 7,295.00 | 5,355.76 | 1,959.24 |
| | 6,119.69 | 4,746.30 | 1,373.39 |
| | 6,812.06 | 4,191.75 | 2,620.31 |
| | 5,385.05 | 3,243.95 | 2,139.10 |
| Office in charge of supplies | 4,628.80 | 3,644.80 | 1,084.80 |
| | 5,042.43 | 3,280.39 | 1,762.04 |
| | 5,242.72 | 2,520.00 | 2,722.02 |
| | 5,220.00 | 2,520.00 | 2,700.08 |
| Office of superintendent of schools | 19,727.07 | 16,470.75 | 3,256.32 |
| | 18,747.61 | 16,313.59 | 2,434.02 |
| | 16,938.29 | 14,384.00 | 1,954.29 |
| | 15,907.76 | 14,890.00 | 1,017.76 |
| Enforcement of compulsory education and truancy laws | 4,285.00 | 3,944.84 | \$40.16 |
| | 3,120.84 | 3,000.00 | 120.84 |
| | 3,287.77 | 2,949.50 | 338.37 |
| | 3,312.38 | 3,000.00 | 312.28 |
| Total | 44,905.78 | 35,864.84 | 9,640.97 |
| | 40,986.68 | 32,177.06 | 8,880.62 |
| | 43,984.19 | 30,211.86 | 13,772.33 |
| | 42,108.76 | 28,288.95 | 12,819.81 |

REPORT OF THE BOARD OF EDUCATION.

STATEMENT B.—Detailed statement of expenditures for the fiscal year ended June 30, 1918, with comparisons with 1917, 1916, and 1915.

STATEMENT B.—Detailed statement of expenditures for the fiscal year ended June 30, 1918, with comparisons with 1917, 1916, and 1915—Continued.

| | Total. | Day schools. | Evening schools. | Normal schools. | Schools for the industries. | Special schools. | Special activities. |
|--|------------|--------------|------------------|-----------------|-----------------------------|------------------|---------------------|
| | | Elementary. | Secondary. | Elementary. | Secondary. | | |
| Expenditures of auxiliary agencies—Continued. | | | | | | | |
| Libraries—Continued. | | | | | | | |
| Books..... | \$1,398.74 | \$1,029.16 | \$349.58 | | | | |
| | 1,750.66 | 1,304.49 | 446.17 | | | | |
| | 878.94 | 895.10 | 167.02 | | | | |
| | 1,008.32 | 18.54 | 243.72 | | | | |
| | 601.26 | | 16.58 | | | | |
| | 568.87 | | 67.94 | | | | |
| | 246.54 | | 66.54 | | | | |
| | 410.70 | | 44.00 | | | | |
| Promotion health— | | | | | | | |
| Salaries..... | 15,741.78 | 13,634.67 | 54.48 | \$82.87 | 108.46 | | |
| | 12,094.30 | 8,968.70 | 1,811.31 | 664.00 | 191.20 | 800.00 | |
| | 10,726.42 | 7,845.50 | 1,407.40 | 741.48 | 288.91 | 813.97 | \$50.41 |
| | 8,540.82 | 6,276.40 | 989.15 | 583.19 | 228.73 | 651.18 | |
| | 2,198.80 | | 750.47 | 543.94 | 168.96 | 4.21 | 84.19 |
| | 988.48 | | 588.69 | 379.06 | 16.67 | 4.06 | |
| | 1,404.64 | 962.52 | 347.96 | 62.10 | 6.79 | 5.27 | |
| | 778.06 | 337.20 | 356.76 | 62.52 | 9.47 | 12.10 | |
| | 525.00 | | | | | 325.00 | |
| Transportation | 66.25 | | | | | 56.50 | 9.75 |
| | 63.79 | | | | | 41.00 | 22.79 |
| Total for auxiliary agencies..... | 27,915.94 | 14,495.14 | 10,134.09 | 2,044.96 | 67.11 | 1,274.64 | |
| | 22,732.31 | 9,557.39 | 9,529.88 | 2,649.78 | 163.26 | 800.00 | |
| | 19,901.79 | 8,903.12 | 7,324.89 | 2,416.14 | 292.70 | 904.78 | 60.16 |
| | 17,941.84 | 6,632.14 | 7,556.34 | 2,775.84 | 238.20 | 716.53 | 22.79 |
| Miscellaneous expenses: | | | | | | | |
| Payment to schools of other civil divisions..... | 22,616.13 | | | | | 22,616.13 | |
| | 18,741.36 | | | | | 18,741.36 | |
| | 20,125.00 | | | | | 20,125.00 | |
| | 16,800.00 | | | | | 16,800.00 | |
| | 14,495.50 | | | | | 14,495.50 | |
| | 13,341.00 | | | | | 13,341.00 | |
| | 11,461.00 | | | | | 11,461.00 | |
| | 11,825.00 | | | | | 11,825.00 | |
| | | | | | | 325.00 | |
| | | | | | | 9,160.00 | |
| Rent..... | | | | | | | |
| | | | | | | 2,340.00 | |

| | | | |
|--|------------|--------------|--------------|
| Total miscellaneous expenses..... | 37,139.63 | 11,873.60 | 25,162.18 |
| 10,821.00 | 8,641.00 | 2,201.36 | ..... |
| 31,582.36 | 8,641.00 | 22,945.00 | ..... |
| 28,632.00 | 9,160.00 | 19,140.00 | ..... |
| Outlays: | | | |
| Land..... | | | |
| 67,374.31 | 23,004.89 | 34,399.42 | ..... |
| 63,355.07 | 35,374.09 | 28,075.98 | ..... |
| 73,227.00 | 2,682.00 | 70,543.10 | ..... |
| 26,517.73 | 26,150.00 | 367.73 | ..... |
| 82,923.24 | 67,228.62 | 13,228.82 | ..... |
| 361,010.51 | 89,671.68 | 271,338.83 | 2,414.90 |
| 932,423.92 | 121,097.93 | 811,325.99 | ..... |
| 595,391.56 | 6,063.61 | 589,327.95 | ..... |
| 328,21 | 928.91 | ..... | ..... |
| 8,206.59 | 724.22 | 7,359.79 | 122.53 |
| | | | |
| Equipment of new buildings and grounds..... | 84,916.33 | 45,672.68 | 618.97 |
| 185,420.12 | 5,354.05 | 180,066.07 | 615.65 |
| 125,408.37 | 5,563.15 | 205,581.57 | ..... |
| 13,783.75 | 2,497.12 | ..... | 4,263.65 |
| 6,453.89 | 1,619.39 | 4,334.50 | 11,286.63 |
| 15,250.77 | 6,272.90 | 503.34 | ..... |
| 17,290.46 | 5,468.89 | 4,608.70 | 15.00 |
| 16,528.16 | 8,407.05 | 605.74 | 314.69 |
| ..... | 5,005.21 | 100.00 | 808.65 |
| Total outlays..... | 279,226.20 | 177,127.81 | 518.97 |
| 133,258.06 | 137,396.94 | 491,149.37 | 675.65 |
| 1,238,349.75 | 134,813.87 | 1,065,699.95 | 1,910.00 |
| 652,221.20 | 43,117.78 | 594,700.92 | 1,439.58 |
| ..... | 605.74 | 100.00 | 178.76 |
| ..... | ..... | 11,601.32 | 417.28 |
| Other expenses: | | | |
| Payments of orders and warrants of preceding year..... | | | \$524,036.80 |
| 44,202.04 | 44,202.04 | 4,550.00 | ..... |
| 5,757.08 | 5,757.08 | 57,657.69 | ..... |
| 65,779.85 | 65,779.85 | 1,309.50 | 1,207.08 |
| ..... | ..... | 8,122.16 | ..... |
| Total..... | | | |

The real estate acquisitions during the year have been as follows:

Garrison School.—Ground, \$6,881.10.

Eastern High School.—Site, \$27,937.62.

Armstrong High School.—Ground adjoining, \$6,431.60.

Gage School.—Additional ground, \$8,100.

Cooke School.—Ground adjoining, \$15,602.85.

Absence and substitute service.

| Month. | Total. | | Teachers. | | Other employees. | |
|----------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
| | Number of days absent. | Amount paid substitutes. | Number of days absent. | Amount paid substitutes. | Amount of days absent. | Amount paid substitutes. |
| September..... | 374 | \$555.01 | 365 | \$540.68 | 9 | \$14.33 |
| October..... | 1,053 | 1,572.77 | 970 | 1,508.16 | 83 | 64.61 |
| November..... | 1,239 | 1,940.07 | 1,152 | 1,883.04 | 87 | 57.03 |
| December..... | 876 | 1,350.36 | 855 | 1,345.19 | 21 | 5.17 |
| January..... | 1,598 | 2,937.27 | 1,439 | 2,834.60 | 159 | 102.67 |
| February..... | 1,083 | 1,678.07 | 955 | 1,549.85 | 128 | 128.22 |
| March..... | 1,792 | 2,311.57 | 1,685 | 2,220.00 | 107 | 91.57 |
| April..... | 1,566 | 2,454.57 | 1,499 | 2,373.91 | 67 | 80.66 |
| May..... | 1,067 | 2,014.02 | 1,044 | 1,991.31 | 23 | 22.71 |
| June..... | 620 | 1,057.58 | 609 | 1,057.58 | 11 | ..... |
| Total..... | 11,268 | 17,871.29 | 10,573 | 17,304.32 | 695 | 566.97 |

CHANGES AFFECTING THE PAY ROLLS.

During the year there were 3,426 changes affecting the pay rolls, as follows:

| | |
|--|-------|
| Actions rescinded..... | 8 |
| Appointments..... | 1,302 |
| Deaths..... | 19 |
| Designations of principals..... | 17 |
| Details..... | 4 |
| Dismissals..... | 40 |
| Leaves of absence (original)..... | 80 |
| Leaves of absence (extension)..... | 28 |
| Longevity placing adjustments..... | 24 |
| Minutes amended..... | 16 |
| Names of employees corrected..... | 103 |
| Principals relieved..... | 4 |
| Probationary to permanent..... | 28 |
| Promotions..... | 362 |
| Reductions..... | 49 |
| Reinstatements..... | 4 |
| Resignations..... | 374 |
| Service discontinued..... | 219 |
| Suspensions..... | 3 |
| Temporary appointments terminated..... | 205 |
| Transfers..... | 537 |
| Total..... | 3,426 |

There has been an increase of 1,430 changes affecting the pay rolls during the current year over the changes of the preceding year.

During the year 2,647 nonresident pupils attended the public schools, and tuition in the sum of \$400.50 was collected.

NONRESIDENT PUPILS.

| | |
|--|-------|
| Number of nonresident pupils residing in the District of Columbia----- | 407 |
| Number of nonresident pupils whose parents are employed by the Government in the District of Columbia----- | 1,205 |
| Number of nonresident pupils whose parents are engaged in other occupations in the District of Columbia----- | 943 |
| Number of nonresident pupils whose parents pay taxes levied by the District of Columbia in excess of the tuition charges----- | 56 |
| Number of nonresident pupils credited with taxes levied by the District of Columbia in partial payment of tuition charges (total amount of credits, \$144.39)----- | 5 |
| Number of nonresident pupils who paid tuition charges during the entire school term----- | 7 |
| Number of nonresident pupils who paid tuition charges during part of the school term and were afterwards discharged----- | 3 |
| Number of nonresident pupils discharged who made no payments of tuition charges----- | 13 |
| Number of nonresident pupils reinstated after discharge----- | 8 |

SCHOOL BANKS.

Five main school banks were conducted during the year in the school system, as follows: Armstrong Manual Training School, Business High School, Central High School, Dunbar High School, and Eastern High School.

Following is a report of the business done during the year, with a list of the total number of depositors:

Depositors in school banks.

| | Armstrong School bank. | Business School bank. | Central School bank. | Dunbar School bank. | Eastern School bank. | Total. |
|----------------|------------------------------|-----------------------------|----------------------------|---------------------------|----------------------------|--------|
| September..... | | | 167 | | | 167 |
| October..... | 435 | 1,166 | 250 | 73 | 97 | 2,021 |
| November..... | 460 | 1,260 | 290 | 81 | 79 | 2,170 |
| December..... | 461 | 1,251 | 280 | 83 | 77 | 2,152 |
| January..... | 461 | 1,341 | 309 | 84 | 79 | 2,274 |
| February..... | 463 | 1,315 | 297 | 85 | 78 | 2,238 |
| March..... | 463 | 1,408 | 305 | 84 | 74 | 2,334 |
| April..... | 465 | 1,435 | 300 | 87 | 77 | 2,364 |
| May..... | 465 | 1,393 | 276 | 84 | 71 | 2,289 |
| June..... | 465 | 1,297 | 245 | 80 | 45 | 2,132 |

Business transacted by school banks during year.

| | September. | October. | November. | December. | January. |
|-----------------------------------|------------|------------|------------|------------|------------|
| ARMSTRONG-SCHOOL BANK. | | | | | |
| Resources : | | | | | |
| Cash..... | \$1,000.20 | \$1,117.07 | \$1,090.74 | \$1,248.07 | \$1,296.80 |
| Liabilities: | | | | | 38.27 |
| Deposits..... | \$99.60 | \$1,066.47 | \$1,040.71 | | |
| Present worth..... | 50.60 | 50.60 | 50.63 | | |
| Losses: | | | | | |
| Present worth..... | 22.31 | 22.31 | 22.31 | | |
| Expense..... | 6.04 | 6.04 | 6.61 | | |
| Interest..... | 50.60 | 50.60 | 50.03 | | |
| Net gain..... | 78.95 | 78.95 | 78.95 | | |
| Gains: | | | | | |
| Interest..... | 1,079.15 | 1,079.15 | 1,196.02 | 1,169.69 | 1,327.02 |
| | | | | | |
| BUSINESS HIGH SCHOOL BANK. | | | | | |
| Resources: | | | | | |
| Cash..... | 4,023.28 | 2,217.04 | 2,174.03 | 3,055.73 | |
| Furniture and fixtures..... | 34.00 | 33.00 | 33.00 | 33.00 | |
| Postage..... | .20 | | | | |
| Car tickets..... | .92 | | | | |
| Bills receivable..... | 150.00 | 110.25 | .41 | .46 | |
| Liberty bonds..... | 200.00 | 100.00 | 205.00 | 185.00 | |
| Seventh Savings Bank..... | | 1,300.00 | 1,100.00 | 1,100.00 | |
| Revenue stamps..... | | | 1,300.00 | 1,200.00 | |
| War-savings stamps..... | | | 170.87 | .08 | |
| Expenses (inventory), | | | | | |
| Expenses: | | | | | |
| Deposits..... | 4,261.82 | 4,629.31 | 4,723.46 | 5,569.35 | |
| Present worth..... | 146.58 | 131.14 | 131.14 | 131.46 | |
| Commercial National Bank..... | | | | 128.00 | |
| Losses: | | | | | |
| Furniture and fixtures..... | 2.00 | 1.00 | .79 | .04 | |
| Interest..... | 16.99 | | | | |
| Expenses..... | 1.23 | 15.51 | | | |
| Loss and gain..... | | | | | |
| Gains: | | | | | |
| Interest..... | 39.16 | | | | |
| Fines..... | .18 | | | | |
| Loss and gain..... | .01 | | | | |
| Net gain..... | 19.13 | | | | |
| Net losses..... | | | | | |
| Donations..... | | | | | |
| | | | | | |
| | 4,447.75 | 4,447.75 | 4,776.96 | 4,985.05 | 5,713.42 |
| | | | | | 5,713.42 |

CENTRAL HIGH SCHOOL BANK.

| CENTRAL HIGH SCHOOL BANK. | | DUNBAR HIGH SCHOOL BANK. | |
|---------------------------------|------------|--------------------------|------------|
| Resources: | | Resources: | |
| Cash..... | \$3,502.98 | Cash..... | \$3,447.34 |
| Bills receivable..... | 327.71 | Bills..... | 317.69 |
| District National Bank..... | 2,750.00 | Cost of bonds..... | 333.44 |
| United States Savings Bank..... | | Liabilities: | |
| Interest accrued..... | | Deposits..... | |
| Liberty bonds (first)..... | | Present worth..... | |
| Liberty bonds (second)..... | | Cost of bonds..... | 7.50 |
| Thrift stamps..... | | Losses: | |
| War-savings stamps..... | | Net gain..... | |
| Expense inventory..... | | Expenses: | |
| Liberty bonds (third)..... | | Interest..... | |
| Suspense..... | | | |
| Gains: | | | |
| Interest..... | 19.94 | Interest..... | 17,042.11 |
| Net Loss..... | | Net Loss..... | |
| Losses: | | | |
| Suspenses..... | | | |
| Expenses..... | | | |
| Interest..... | | | |
| Net gain..... | | | |
| | | | |
| 6,610.76 | 6,610.76 | 19,386.78 | 19,210.95 |
| | | | 16,459.26 |
| | | | 17,462.11 |
| | | | |

WINBACH HIGH SCHOOL BANK

| | | | | | | | | | |
|--------------------|--------|--------|--------|--------|--|--|--|--|--|
| Resources: | | | | | | | | | |
| Cash..... | 546.19 | 385.94 | 310.19 | 439.84 | | | | | |
| Cost of bonds..... | 7.50 | 7.50 | 7.50 | 7.50 | | | | | |
| Liabilities: | | | | | | | | | |
| Deposits..... | | | | | | | | | |
| Present worth..... | | | | | | | | | |
| Cost of bonds..... | 545.47 | 386.22 | 309.47 | 439.12 | | | | | |
| Losses: | | | | | | | | | |
| Net gain..... | 8.22 | 7.72 | 7.72 | 7.72 | | | | | |
| Expenses: | | | | | | | | | |
| Gains: | | | | | | | | | |
| Interest..... | | 8.22 | | | | | | | |
| | 561.91 | 393.44 | 317.69 | 447.34 | | | | | |

Business transacted by school banks during year—Continued.

| | | September. | October. | November. | December. | January. |
|---------------------------|--|------------|----------|-----------|-----------|----------|
| EASTERN HIGH SCHOOL BANK. | | | | | | |
| Resources: | | | | | | |
| Cash. | | \$273.35 | | | | |
| Federal National Bank | | 340.80 | | | | |
| National Capital Bank | | 29.54 | | | | |
| Notes receivable..... | | 100.00 | | | | |
| Liabilities: | | | | | | |
| Deposits..... | | \$737.91 | | | | |
| Present worth..... | | 5.78 | | | | |
| Losses: | | | | | | |
| Expenses..... | | 3.35 | | | | |
| Interest..... | | 2.89 | | | | |
| Net gains..... | | | | | | |
| Net losses..... | | | | | | |
| Depositors: | | | | | | |
| Net losses..... | | | | | | |
| Interest..... | | | | | | |
| Net gains..... | | | | | | |
| Depositors..... | | | | | | |
| | | 749.96 | 749.96 | 1,142.02 | 1,142.02 | 1,034.94 |

| | February. | March. | April. | May. | June. |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| ARMSTRONG SCHOOL BANK. | | | | | |
| Resources: | | | | | |
| Cash..... | \$1,278.25 | \$1,195.03 | \$1,171.14 | \$1,255.69 | \$1,507.32 |
| Deposits..... | \$1,221.35 | \$1,143.13 | \$1,126.74 | \$1,213.70 | \$1,465.03 |
| Present worth..... | 56.90 | 51.50 | 44.40 | 41.90 | 42.29 |
| Losses: | | | | | |
| Expense..... | 22.31 | 27.31 | 34.81 | 37.31 | 37.31 |
| Interest..... | 18.37 | 18.37 | 18.37 | 18.37 | 19.38 |
| Gains: | | | | | |
| Net gain..... | 56.90 | 51.90 | 44.50 | 41.90 | 42.29 |
| Interest..... | | | | | |
| | 97.58 | 97.58 | 97.58 | 97.58 | 98.98 |
| | <u>1,375.83</u> | <u>1,375.83</u> | <u>1,292.61</u> | <u>1,268.72</u> | <u>1,353.27</u> |
| BUSINESS HIGH SCHOOL BANK | | | | | |
| Resources: | | | | | |
| Cash..... | 2,803.17 | 3,884.29 | 5,837.26 | 4,216.09 | 2,082.60 |
| Furniture and fixtures..... | 33.00 | 31.00 | 29.00 | 29.00 | 29.00 |
| Postage..... | .88 | .17 | .50 | .42 | .25 |
| Car tickets..... | 125.00 | 100.00 | 50.00 | 23.00 | 7.00 |
| Bills receivable..... | 1,100.00 | 2,000.00 | 1,800.00 | 1,100.00 | 200.00 |
| Liberty bonds..... | 1,200.00 | | | | |
| Saventh Savings Bank..... | .08 | .06 | .10 | .08 | .08 |
| Revenue stamps..... | 132.40 | 132.40 | 132.40 | 132.40 | 132.40 |
| War savings stamps..... | .14 | .16 | | | |
| Expenses (Inventory) | | | | | |
| Deposits..... | 5,261.18 | 6,002.27 | 7,709.38 | 5,356.90 | 2,295.21 |
| Present worth..... | 133.44 | 145.81 | 139.88 | 144.00 | 156.12 |
| Commercial National Bank..... | | | | | |
| Losses: | | | | | |
| Furniture and fixtures..... | | | | | |
| Interest..... | .63 | 1.16 | 2.00 | | |
| Expenses..... | 4.01 | | 1.23 | 1.68 | 3.71 |
| Loss and gain..... | | | 3.07 | | |
| Gains: | | | | | |
| Interest..... | | | | | |
| Fines, etc..... | | | | | |
| Loss and gains..... | | | | | |
| Net gains..... | | | | | |
| Net losses..... | | | | | |
| Donations..... | | | | | |
| | <u>5,399.26</u> | <u>6,163.61</u> | <u>7,855.56</u> | <u>5,506.88</u> | <u>2,467.07</u> |

Business transacted by school banks during year—Continued.

| | February. | March. | April. | May. | June. |
|---------------------------------|------------|------------|------------|------------|------------|
| CENTRAL HIGH SCHOOL BANK. | | | | | |
| Resources: | | | | | |
| Cash..... | \$5,975.62 | \$7,333.27 | \$9,386.67 | \$7,782.35 | \$2,642.40 |
| Bills receivable..... | 3,980.66 | 3,342.73 | 2,523.98 | 2,628.98 | 1,472.08 |
| District National Bank..... | 700.00 | 2,950.00 | 2,250.00 | 6,540.00 | 5,560.00 |
| United States Savings Bank..... | 3,480.00 | 32.98 | 44.02 | 34.91 | 11.25 |
| Interest accrued..... | 12.00 | 1.00 | 50.00 | 900.00 | 2,250.00 |
| Interest accrued: | | | | | |
| Liberty bonds (first)..... | 50.00 | 1,100.00 | 1,100.00 | 63.50 | |
| Liberty bonds (second)..... | 50.00 | 72.25 | 72.25 | 70.68 | 54.21 |
| Thrift stamps..... | 54.75 | 200.96 | 153.51 | 2.70 | 2.70 |
| War savings stamps..... | 751.62 | 2.70 | 2.70 | 930.00 | 200.00 |
| Expense inventory..... | 2.70 | | | | |
| Liberty bonds (third)..... | | | | | |
| Liabilities: | | | | | |
| Deposits..... | \$6,845.98 | \$8,412.42 | \$8,411.60 | \$9,462.53 | \$3,922.61 |
| Liberty bonds (first)..... | 7,70.00 | 1.50 | 50.00 | 3,750.00 | 2,250.00 |
| Liberty bonds (second)..... | 7,86.00 | 6,556.00 | 4,006.00 | 34.10 | |
| Interest..... | 28.00 | | | 60.40 | 78.71 |
| Surplus..... | 58.37 | | | 5,655.00 | 5,905.00 |
| Liberty bonds (third)..... | | | | 5.00 | 36.32 |
| Gains: | | | | | |
| Interest..... | 17.63 | 15.00 | 31.86 | 30.13 | 19.56 |
| Net loss..... | | | | | |
| Losses: | | | | | |
| Suspenses..... | .95 | 1.50 | 8.80 | 6.00 | 1.25 |
| Expenses..... | 1.79 | | 5.00 | | |
| Loss and gain..... | 14.80 | 14.10 | 18.06 | 24.13 | 18.31 |
| Interest..... | | | | | |
| Net gain..... | | | | | |
| DUNBAR HIGH SCHOOL BANK. | | | | | |
| Resources: | | | | | |
| Cash..... | 389.05 | 400.12 | 794.26 | 952.63 | 1,109.81 |
| Cost of bonds..... | 7.50 | | | | |
| Liabilities: | | | | | |
| Deposits..... | 388.33 | 459.40 | 793.14 | 951.51 | 1,108.69 |
| Present worth..... | 7.72 | 7.72 | 1.12 | 1.12 | 1.12 |
| Cost of bonds..... | 7.50 | | | | |

OFFICE WORK PERFORMED.

The volume of the routine work of this office is far in excess of last year as the following memoranda of the main work for the year will show:

| | |
|---|--------|
| Number of pay rolls prepared, audited, and submitted to the auditor for the District of Columbia | 245 |
| Number of requisitions prepared and submitted to the purchasing officer for the District of Columbia | 1,320 |
| Number of vouchers audited and approved | 3,393 |
| Number of requisitions on storehouse examined and transmitted to custodian | 7. 328 |
| Number of appropriation accounts, building accounts, substitute service accounts, nonresident accounts, etc., opened and posted | 1,405 |
| Number of requisitions, invoices, and schedules of expenditures received, verified, and approved | 22,840 |

Owing to the great strain under which this office has been working for the past year, caused by conditions beyond our control, official recognition and commendation should be given to the clerks. It has required constant and untiring effort to take care of the great volume of work and the service has been performed with efficiency and cheerfulness by members of the office force.

I wish to call attention to the tempting offers made continually to the clerks from departments outside the school system, some of them have left, others are remaining. It is recommended, therefore, that special effort be made to secure better salaries for those who through all these trying times have remained loyal to the school system.

It is also recommended that an effort be made to increase the clerical force of this office. The work is by far heavier than it was last year, and from the outlook, with all the new activities being created and new regulations being made relative to open-market purchases we will have a year far in advance of any that have past.

In submitting this report, I wish to express my sincere thanks to the officers and other school employees for the support and help they have given me during the past year. Without their cooperation it would have been an uphill fight for one new in the position as I was.

In conclusion, allow me to express my appreciation of the kind manner in which you have treated me and the unfailing support you have always extended me.

M. O'B. JACOBS,
Chief Accountant.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE BOARD OF EXAMINERS FOR THE WHITE SCHOOLS

JUNE 30, 1918.

To the Board of Education of the District of Columbia:

LADIES AND GENTLEMEN: This report will consider very briefly the work of the board of examiners under the following general heads:

- A. Examinations.
- B. Placing of teachers and longevity increases.
- C. General work and conclusions.

A. EXAMINATIONS—PUBLIC SCHOOL.

Total number of applicants: Examined, 273; passing, 171.

(NOTE.—Some of these examinations have not yet been closed up.)

The following is a copy of the "dates and subjects of examinations" contained in a circular issued July 1, 1917:

DATES AND SUBJECTS OF EXAMINATIONS.

1. Wednesday and Thursday, December 19 and 20, 1917.

Day High Schools.—All special subjects.

Day Elementary Schools.—All special subjects.

2. Wednesday and Thursday, March 27 and 28, 1918.

Day high schools only.—All academic and scientific subjects.

NOTE.—(1) Special examinations will be ordered if necessary.

In accordance with the above, two regular examinations were held, viz, December 19 and 20, 1917, and March 27 and 28, 1918. Special examinations were held as necessity demanded.

(NOTE.—The first number in the parentheses below indicates the number of applicants taking the examination; the second, the number passing.)

I. REGULAR EXAMINATIONS (83—61).

1. Examination of December 19—20, 1917 (36—26).

Day high schools (21—15): Domestic science (6—6); art (6¹—2); joinery and pattern making (1—1); physical culture (3¹—2); music (3²—2); mechanical drawing (1—1); domestic art (1—1).

Day elementary schools (15—11): Domestic science (6—4); manual training (2—1); domestic art (2—2); physical culture (2—2); art (2—1); atypical (1—1).

2. Examination of March 27—28, 1918 (47—35).

Day high schools (47—35): English (18—10); history (10—9); mathematics (4—3); applied arithmetic (5—5); stenography and typewriting (3—3); French (2—1); Spanish (1—0); chemistry (1—1); commercial geography (1—1); Latin (2—2).

¹ One not eligible.

² One withdrew.

II. SPECIAL EXAMINATIONS (148-68).

(NOTE.—Some of these examinations have not yet been closed up.)

September 17, 1917: Trade instructor in printing (1-1).

September 20, 1917: Day high; business practice (1-0).

September 21, 1917: Day high; stenography and typewriting (5-4).¹

September 21, 1917: Day elementary; atypical (3-3).

October 10, 1917: (37-21).

Night high (31-17): Physics and electricity (1-0); stenography (5-4); typewriting (2-2); mathematics (5-4);¹ French (1-1); Spanish (4-0); bench work (1-0); domestic science (2-0); English (1-1); sewing and tailoring (3-2); machine shop (2-1); commercial law (2-1); business arithmetic (1-0); bookkeeping (1-1).

Night elementary (6-4); Typewriting (1-1); millinery (1-0);² domestic art (3-2);² cooking (1-1).

October 12, 1917: Night elementary; millinery (6-6).

November 26-27, 1917: Day elementary; kindergarten (6-4).

November 26-27, 1917: Day high; physical culture (for men only; written held out of town) (5-4).

December 19-20, 1917: Day elementary; primary grades (5-3).¹

December 20, 1917: Night high (5-4); typewriting (3-2); stenography (2-2).

January 28, 1918: Day elementary; primary grades (20-7).³

February 16, 1918: Day high; woodworking (1-1).

March 15, 1918: Day elementary; primary grades (11-5).

After April 23, 1918: Day high; mechanical drawing and pattern making (6-2).

(NOTE.—This was a special examination sent to the home towns of the applicants. One was ineligible. Three withdrew.)

April 29, 1918: Trade instructor in printing (1-1).

(NOTE.—This was a special qualifying examination.)

May 27, 1918: Day elementary; primary grades (1-1).

May 29, 1918: Day elementary; primary grades (1-1).

(NOTE.—The above two examinations were special qualifying.)

After May 20, 1918: Day high (11-?); Spanish (6-?); French (5-?).

(NOTE.—The above examinations were special out-of-town examinations that have not yet been closed up. Three withdrew. Two did not take.)

June 14, 1918: Day high, Spanish (3-?).

June 26, 1918: Day high, French (1-?).

June 24, 1918: Day elementary, primary (18-?).

(NOTE.—The above three examinations have not yet been closed up.)

III. EXAMINATIONS TO QUALIFY FOR TEMPORARY APPOINTMENTS (42-42).

Day elementary school (26): Atypical (3); regular grades (18); kindergarten (1); domestic science (3); school gardens (1).

Day high school (4): Mechanical drawing (2); physics (1); librarians (1).

Night high school (12): Stenography and typewriting (3); penmanship (1); radio (2); decimal filing (2); assistant (1); printing (1); chemistry (1); gardening (1).

A. EXAMINATIONS—NONPUBLIC SCHOOLS.

I. Firemen: No doubt owing to war conditions, which necessitated other methods of obtaining firemen, only one examination was held,

¹ One withdrew.

² One not eligible.

³ Seven ineligible.

viz. September 21, 1917. Seven applicants appeared, all of whom passed.

II. Annapolis and West Point: Examination of candidates for appointment to Annapolis and West Point by the Commissioners of the District of Columbia: Annapolis, December 12-13, 1917, 8 applicants; West Point, December 10-11, 1917, 13 applicants.

B. PLACING OF TEACHERS AND LONGEVITY INCREASES.

Several cases as to which the opinion of auditing authorities differed from that of the board of examiners were settled in accordance with the original certification of the board of examiners.

C. GENERAL WORK AND CONCLUSION.

1. The general exodus of teachers, mainly of primary teachers, has almost paralyzed the school system. The causes were: (a) The pitiful salaries, unchanged since 1906; (b) the unconscionable increase in the cost of living in Washington, aggravated by war conditions.

As yet no relief has come from Congress. The appropriation bill for the coming school year has not yet been passed, and it is feared that conditions will become rapidly worse. Four examinations were held to obtain primary teachers. Over 400 inquiries were made with reference to the first examination in December, 1917. Four appeared and three passed. The salary offered was \$600. The salary paid by the Government for poorly trained new employees is \$1,000 to \$1,200.

Nearly as many inquiries were made with reference to the second examination, January 28, 1918. Twenty appeared. Of these seven had little over a high-school education and were ineligible. Seven of the remaining 13 passed. Again the low salary prevented many of these from entering the system.

The third and fourth examinations were repetitions of the first and second. An inconceivable amount of work was performed by the board of examiners with practically no results. Numerous special qualifying examinations to obtain temporary teachers were held, and some of the primary classes had as many as six or seven teachers in as many weeks. This condition in itself is bad enough, but the continued uncertainty makes matters worse.

2. The sudden expansion of night-school work and uncertain salary conditions added to the almost overwhelming load already upon the board of examiners and has continued through the year.

3. The withdrawal of teachers from the high schools is steadily increasing and will continue when it becomes apparent that there is little hope for increase in salaries here though a city like Trenton, N. J., pays the head of a department in a high school \$2,700, a sum \$500 in excess of that paid in Washington, D. C.

4. The excessively low salaries paid to trained, experienced clerks in the school system has resulted in a crippled office force. The board of examiners was without a clerk for many months, when one was needed most. Members of the board of examiners had to spend from four to six hours a day on clerical work. Relief came only because Miss Espey, who returns in September to the high school for graduation the following June was willing to forego a much larger salary during the latter part of May and the succeeding months elsewhere to help the schools at the pitiful salary of \$500, the beginning salary of the clerk to the board of examiners.

The deadlock in Congress precludes a larger salary to the clerk, and it is evident that the coming year presents no attractions for the board of examiners, with the prospect of its work being more than doubled because of war conditions, no clerk to help to carry on that work, and no salary for the members of the board.

Respectfully submitted.

HARRY ENGLISH,
Secretary Board of Examiners.

JULY 1, 1918.

REPORT OF THE BOARD OF EXAMINERS FOR COLORED SCHOOLS
FOR THE SCHOOL YEAR 1917-18.

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: The following report is a brief summary of the work of the board of examiners for the school year ending June 30, 1918:

Regular examinations for special and academic subjects were held on December 19 and 20, 1917, and March 27 and 28, 1918, respectively.

The first table below shows the subjects offered by applicants, the number applying, examined, not reporting, passing, and failing in the written tests.

The second table gives the dates, subjects, number examined, passed, and failed in the qualifying examinations.

The third table indicates the extra special examinations held.

| Subject. | Normal school. | | | | High school. | | | | Vocational school. | | | | Night school. | | | | Graded school. | | | | |
|------------------------------|------------------|-----------|----------------|---------|------------------|-----------|----------------|---------|--------------------|-----------|----------------|---------|------------------|-----------|----------------|---------|------------------|-----------|----------------|---------|---------|
| | Number applying. | Examined. | Not reporting. | Passed. | Number applying. | Examined. | Not reporting. | Passed. | Number applying. | Examined. | Not reporting. | Passed. | Number applying. | Examined. | Not reporting. | Passed. | Number applying. | Examined. | Not reporting. | Passed. | Failed. |
| Atypical. | | | | | | | | | | | | | | | | | | | | 3 | |
| Auto repairing. | | | | | | | | | | | | | | | | | | | | | |
| Biology. | | | | | | | | | | | | | | | | | | | | | |
| Bricklaying. | | | | | | | | | | | | | | | | | | | | | |
| Carpentry. | | | | | | | | | | | | | | | | | | | | | |
| Chemistry. | | | | | | | | | | | | | | | | | | | | | |
| Clerk. | | | | | | | | | | | | | | | | | | | | | |
| Domestic art. | | | | | | | | | | | | | | | | | | | | | |
| Domestic science. | | | | | | | | | | | | | | | | | | | | | |
| English. | | | | | | | | | | | | | | | | | | | | | |
| Electricity, applied. | | | | | | | | | | | | | | | | | | | | | |
| Free-hand drawing. | | | | | | | | | | | | | | | | | | | | | |
| French. | | | | | | | | | | | | | | | | | | | | | |
| German. | | | | | | | | | | | | | | | | | | | | | |
| History. | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten. | 3 | | | | | | | | | | | | | | | | | | | | |
| Latin. | | | | | | | | | | | | | | | | | | | | | |
| Manual training. | | | | | | | | | | | | | | | | | | | | | |
| Mathematics. | | | | | | | | | | | | | | | | | | | | | |
| Miscellaneous. | | | | | | | | | | | | | | | | | | | | | |
| Music. | | | | | | | | | | | | | | | | | | | | | |
| Physical training. | | | | | | | | | | | | | | | | | | | | | |
| Printing. | | | | | | | | | | | | | | | | | | | | | |
| Salesmanship. | | | | | | | | | | | | | | | | | | | | | |
| Sewing. | | | | | | | | | | | | | | | | | | | | | |
| Spanish. | | | | | | | | | | | | | | | | | | | | | |
| Stenography and typewriting. | | | | | | | | | | | | | | | | | | | | | |
| Swimming. | | | | | | | | | | | | | | | | | | | | | |
| Tailoring. | | | | | | | | | | | | | | | | | | | | | |
| Total. | 3 | | | | 80 | 26 | 15 | 14 | 12 | 10 | 7 | | 4 | 3 | 7 | 7 | | 4 | 3 | 6 | 2 |
| | | | | | | | | | | | | | | | | | | | | | |

Qualifying examinations.

| Date. | Subject. | School. | Examined. | Passed |
|---------------|-----------------------|-----------------|-----------|--------|
| Oct. 29, 1917 | Photography..... | Night..... | 1 | 1 |
| Do..... | Carpentry..... | Vocational..... | 1 | 1 |
| Do..... |do..... | Grade..... | 1 | 1 |
| Apr. 25, 1918 | School gardening..... |do..... | 1 | 1 |
| May 15, 1918 | Physics..... | High..... | 1 | 1 |
| May 29, 1918 |do..... |do..... | 1 | 1 |
| Do..... | School gardening..... | Grade..... | 1 | 1 |

Special examinations.

| Date. | Subject. | School |
|---------------|-----------------------|-----------------|
| Oct. 8, 1917 | Domestic art..... | Night..... |
| Do..... | Domestic science..... | Do..... |
| Do..... | Carpentry..... | Do..... |
| Do..... | Music assistant..... | High..... |
| Do..... | Swimming..... | Do..... |
| May 29, 1918 |do..... | Do..... |
| June 18, 1918 | Printing..... | Vocational..... |
| June 20, 1918 | Salesmanship..... | Do..... |
| June 24, 1918 | Carpentry..... | Do..... |

At the beginning of the year it was felt that our eligible list would be exhausted in filling the places of teachers resigning for the more lucrative positions offered by the Government and that the task of examining candidates would be greater than in previous years.

This opinion proved groundless. The old eligible list has remained practically intact, and, barring a reduction in the number of applicants for teacherships, conditions have remained quite normal.

To-day the competition for places in the colored schools is as keen as ever, and the Board of Examiners finds itself the object of the usual number of anxious inquiries.

From this survey it is evident that war activities have made little or no impression on our teaching corps and that the schoolroom is still a popular idol with us. Let it ever remain so, for there is no more important work before the American people to-day than the training of the youth of the Nation by a competent corps of patriotic teachers.

An experience of two years on the board of examiners has familiarized the secretary with all the details of his office and thereby reduced the initial labor imposed in managing its affairs.

Then, again, the firm grasp of the chairman, the superintendent of schools, upon essential fundamentals, supplemented by the unselfish devotion of my collaborer, Dr. Harriet E. Riggs, has contributed much toward this end and has been an important factor in the development of our efficiency and the means of elimination of friction at all points of contact.

It is with pardonable pride that reference is made to the complete and accurate filing system that has been arranged and installed for all matter referred to the board of examiners. Its value lies in its simplicity, flexibility, accessibility, and accuracy.

In behalf of the board of examiners I desire to express our deep gratitude to all who have aided us for whatever courtesies have been extended during the year.

Respectfully,

N. E. WEATHERLESS,
Secretary Board of Examiners.



REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS.

JUNE 30, 1918.

SIR: In common with the other departments of the school system the work of the assistant superintendent for the year just closed has been unusually heavy and difficult because of the many new and trying situations arising as the result of war activities.

It has been only by the exercise of constant vigilance and unceasing effort that the corps of teachers was maintained and the schools were fully equipped for work. Many of our teachers have left the service of the schools for the more financially attractive positions open to them in the service of the Federal Government. In almost every case the resignation of a teacher has been accompanied by an expression of regret that conditions over which the teacher had no control made it absolutely necessary that employment be sought which would be productive of greater financial return. One of the most difficult situations which a school officer has been forced to endure during the past year has been to be forced to stand helplessly by and see splendid young women adapted both by nature and by excellent training for the work of education, driven by the necessities of a greatly increased cost of living, reluctantly turn from the work which they loved and for which they were trained to less attractive but more gainful occupations. The loss sustained by the schools will be felt for many years. But, if it has been trying to see these promising teachers leave us, it has been inspiring to know the devotion and self sacrifice of many who have remained in the service of the schools in spite of flattering and alluring offers of service in other occupations. Many teachers have been held to their work by ties of affection for the children committed to their charge and by a high sense of loyalty to country and duty to the cause of education. Not only have our teachers resisted the temptation of greater financial gain in other occupations, but they have cheerfully and untiringly assumed the responsibility of the additional activities involved in the service of a country at war. Others will set forth in detail the work of our pupils and teachers in war service, but it does not seem unfitting for me to set here the glory of unshaken devotion as a compensation in some measure at least for the serious losses which we have sustained.

SCHOOL ORGANIZATION.

The difficulties experienced in securing teachers has been one of the greatest problems of this office. Former teachers who had married and left the service have most generously responded to our call for teachers. It is chiefly due to their help that we have been able to keep the schools efficiently organized. The examinations have not furnished us with many teachers, but some excellently equipped people have been added to the teaching corps by this means. The retardation of our building program and the growth in school population has forced the organization of an increasing number of half-time classes. The erection of the proposed portable schools ought to provide ample means for the cure of this unfortunate situation. The increase in the number of teachers granted in the pending appropriation bill will provide the opportunity to reduce the size of some abnormally large classes and to increase the corps of the teachers of special subjects, many of whom are carrying such heavy programs that their visits to classes are at too great intervals.

The recent agreement concerning the standardization of the teacher's day and the size of classes in the high schools should result in a more efficient organization of the high schools and a more equitable distribution of the burdens of conducting activities other than those of the classroom.

With the difficulty of securing teachers has arisen a problem for which an adequate solution has not yet been found. I refer to the problem of placing in the class of an absent teacher a proper person as a substitute teacher. I know that this matter is one which has occupied much of your thought, hence I desire to simply indicate in passing the condition as one which has caused much concern to those who have seen the serious loss to the children involved in this most unsatisfactory state of affairs.

SCHOOL ACCOMMODATION.

Conditions in regard to labor and material due to war activities have of necessity resulted in a retardation and almost an abandonment of our school-building program. I desire to add the expression of my feeling to the argument which you have already publicly put forth, that a cessation of building, even for a limited period, ought not to carry with it the cessation of purchases of ground. Need for additional school accommodation within certain limits is a matter which can be definitely determined. The more immediate the need for increased school accommodation the more difficult it is to secure a proper site for the building which is to provide such increased accommodation. There are to-day a few school sites which should be

acquired at once for the erection of buildings whose need is apparent now. Should the purchase of these sites be delayed until a building program can be resumed, it is easily possible that sites now available will be used as locations for dwellings, making the school needs greater, while making the securing of a proper site more difficult and more expensive.

HIGH-SCHOOL CADET CORPS.

This has been a trying year for the cadet corps. Many of the boys have been employed outside of school hours. It has not been possible to secure sufficient equipment to provide for the increased enrollment, and we have not had the assistance and advice of an officer detailed from the United States Army. Despite our many difficulties the corps has enjoyed a successful year.

The total enrollment of the cadet corps this year was 1,280, divided as follows: Privates, 952; noncommissioned officers, 242; commissioned officers, 86; total, 1,280.

This was slightly more than 55 per cent of the entire number of boys enrolled in the high schools.

It is interesting to note the percentage of the entire enrollment of boys enlisted in the cadets in each school. These percentages are as follows: Central High School, 54.8 per cent; Eastern High School, 82 per cent; Western High School, 58 per cent; Business High School, 65.4 per cent; McKinley Manual Training School, 48.3 per cent.

The military instructor, Mr. Wallace M. Yater, has by his unceasing labor maintained the high standard of military efficiency and school ideals which has made the high-school cadet corps one of the leading organizations of its kind in the country. Acknowledgment should also be made here of the services rendered by Mr. Worth Shoultz, a graduate of Central High School and a cadet on furlough from the United States Military Academy. Mr. Shoultz donated much of his time to instruction of the cadets and to conducting the contests in map reading and troop leadership.

The usual public functions of the cadet corps occurred this year. The presentation of commissions occurred in the auditorium of the Central High School on April 5. On this occasion Brig. Gen. Charles McK. Saltzman was the guest of honor. Gen. Saltzman made a most stirring address to the assembled corps, wherein he paid a high tribute to the work and traditions of the corps, as shown by its graduates now serving their country in almost every part of the world.

The annual parade and review was held on the ellipse south of the White House on May 17, at 5 p. m. We were honored on this occa-

sion by having Gen. Peyton March, Chief of Staff, United States Army, as the reviewing officer. The United States Marine Band furnished music for the parade and review. The full cadet corps of both the white and colored schools participated in the parade and review.

On June 3 and 4 the thirty-first annual competitive drill was held at the American League Baseball Park. The drills of the 22 companies consumed two entire days. The officers detailed by the Secretary of War as judges were: Lieut. Col. William S. Neely, Fiftieth Infantry; Capt. John W. Thompson, Fiftieth Infantry; Capt. Frank Henderson, Fiftieth Infantry. The decision rendered by the judges was as follows:

First place, Company E, First Regiment (Central High School), Capt. Charles W. Stewart, jr.

For second place there were two companies making the same score: Company A, First Regiment (Central High School), Capt. William C. Harrison, jr., and Company G, First Regiment (Central High School), Capt. Roger B. Corbett.

Third place, Company I, First Regiment (Central High School), Capt. Percival Bickford.

The cadet organization is perhaps the most important of all the student activities in the high schools. That it has answered a felt need and has appealed to the boys and to the community is evidenced by the fact that it has been maintained as a voluntary organization for 35 years. Never in all these years has there been a larger percentage of the total number of boys enrolled than at the present time. Lengthy arguments are presented by those who can not see the good in military training for high-school boys, based upon the evils of "carrying a rifle and a pack." These arguments do not apply to military training as found in the Washington high schools, and it is evident to those who know that the writers of opposing articles have not given the Washington system any careful consideration. Our boys do not carry a pack, nor do they carry rifles to the point of exhaustion or physical injury. There are many things which might be wished for in our cadet training. In my last report I set forth a plan which in my opinion would give a larger degree of physical training in our work. It should be borne in mind that our primary purpose in this work is educational, and the training is conducted from an educational rather than a purely military point of view. These boys are not regarded as soldiers nor as primarily training for soldiers. We aim to make intelligent, loyal boys inspired with the highest ideals of group spirit and cooperation. The military training and the high-minded company competition is but the vehicle which is employed in securing these results. That we do make good

soldiers as well as good citizens is testified by the part which our boys are taking in every phase of life, civil as well as military. No other school activity holds the active personal participation of over 55 per cent of the male students, causing them to voluntarily give of their time after school hours and of their money in the purchase of uniforms.

I feel that the time has arrived when military training should be under the direction of a high-school teacher giving his full time to this work. The appointment of a teacher at the regular 6A salary to take charge of this work would make it possible to develop a progressive course which would retain the interest of the students in the later years of their school career.

The manual issued this year for the first time has proven a valuable aid in giving the cadets the information which they should have. It has also been of great service in providing a means of information for those who make inquiries concerning our work in military training.

This has been unusually a year of organization and administrative control. So constant and insistent have been the demands made by matters of organization, estimate, and administration that little time has been left to the assistant superintendent for the consideration of purely educational work.

One can not have viewed from any angle the work of our schools during the past year without having been impressed by the powerful influence which has been exerted upon the lives of our young people by the great renaissance of our national life. The needed motivation of our work has been found largely in the realization on the part of our pupils that they are an essential element in the safety and welfare of our country. As they have viewed the sacrifice made by their brothers in actual military service and the broadening of the sympathetic and philanthropic spirit of the whole community, the spirit to "carry on" has come to them as a motive to put into their task the best that in them lies.

This spirit has been especially evident in our high schools, where young men and women have assumed the responsibilities of adults. In every gathering of high-school boys and girls which it has been my privilege to attend I have felt that a splendid determination to serve by being faithful had come into the lives of the young people before me.

The unfortunate questions of conflicting authority and lack of unification in our high schools which have existed for several years have been overcome largely by the conferences for exchange of opinion and joint agreements recently instituted by you. With a larger scope to the activities of the heads of departments and a broader educational

supervision by the principals and the administrative officers a further advance in the improvement of our educational work will result.

For constant support and courteous consideration in all the affairs of my office I desire to express my appreciation and to thank you personally.

Respectfully submitted.

S. E. KRAMER,

Assistant Superintendent.

To Mr. E. L. THURSTON,

Superintendent of Schools.

REPORT OF THE DIRECTOR OF INTERMEDIATE INSTRUCTION.

JUNE 30, 1918.

SIR: I beg to submit a brief annual report.

While the pall of the great war has overshadowed all thought and action during the past year, and few human institutions have escaped some degree of disorganization, it is perhaps true, and happily so, that the elementary public schools in America have not as yet been harmfully affected, as all social and economic life has been, by the appalling situations of these tragic times. The only palpable injury done to our local schools has been the loss of many of the younger teachers who have abandoned the teaching profession to seize upon opportunities that invite them on every hand to enter the service of the Government at salaries which few could hope to attain as teachers in the public schools. There have been few such losses, however, in the intermediate grades, but scores of these upper grade teachers are doing temporary vacation work at salaries which in some instances may yet tempt them to leave the school service. The situation is likely to become worse rather than better, if the call for war workers persists. If so, the loss of these stronger and more experienced teachers can not easily be repaired.

On the other hand, after the painful discussions which continually go on around the breakfast table and in the schoolroom, that ghastly catalogue of brutalities and tragedies which feature this world war, have been evaluated, the war has not been without its permanent benefits to teacher and pupil alike.

In the intermediate grades, the awakening of interest in the universal topic of the war has plainly invested the study of geography, history, and English composition with a new vitality.

Vast economic problems, world-wide and yet intimately personal, relative to the conservation of food and fuel, and kindred themes, which but for the righteous participation of our country in the war would have remained remote from the child's experience and consciousness, are constantly talked about and understood by our children to-day.

This war has not only put the hands of the clock forward by an hour; in a more significant sense it has compelled a certain maturity

in the mental operations of the thoughtful child and furnished him a type of thinking much in advance of his years. This being the case, it has not been difficult for the teacher to obtain from the pupils illuminating compositions upon any and all of the present war subjects. No spur has been needed. The much-talked-about "doctrine of interest" has had its day of testing and its day of triumph. So, it is generally agreed, that in spite of the intrusion upon the daily program of endless interruptions, the results in oral and written expression, have been satisfactory. The same may be said of the study of history and geography.

Then, too, the scope of the pupil's reading has been broadened to a degree from the same causes.

So far the intermediate grades have not suffered as have the high schools from an exodus of pupils into industrial life. To prevent such losses I think a definite campaign should be waged through the instrumentalities of the press, the pulpit, and the citizens' associations to insure a return to their places on the rolls of the schools in September of the thousands of children who have taken up vacation work. The forcible statement of Mrs. Edna K. Bushee, executive secretary of the Juvenile Protective Association, in the Herald of July 31 should receive serious attention. She notes that five times as many children have received permits to work this year as in any former year; that 4,036 such permits have been issued; that they are receiving abnormally large salaries and occupying places heretofore held by men and women, and therefore the inducements to neglect school to earn money are very tempting; that unless public sentiment is aroused a large majority of these will not return to school in September to finish their education.

MORAL LESSONS OF THE WAR.

It is impossible to measure the beneficent influence upon character building which the activities of the pupils in the great war enterprises have served to bring to them.

The practical lessons in thrift and self-sacrifice, in which all classes of society have participated, the denial of personal pleasures and selfish indulgences by thousands of our pupils for the purpose of raising money for liberty bonds, war-savings stamps, the Red Cross, and numerous affiliated causes, have reacted strongly upon all who have been sharers in these acts of patriotism and philanthropy and have far outstripped in quick effectiveness the customary platitudes of moral lessons in the abstract which heretofore have been largely the only available instruments in the hands of teacher and preacher.

PATRIOTIC EFFORTS OF TEACHERS.

Teachers, too, have done their part so well in patriotic service as to afford a constant daily stimulus to their children, while the notable work done by them in connection with the draft, was of such an exceptionally high grade as to win from Provost Marshal General Crowder a remarkable tribute at the completion of weeks of toilsome effort by our teachers after school hours, extending frequently into the small hours of the morning. It is this:

The school teachers of the District of Columbia, answering the President's call, have completed the occupational cards of the 30,000 registrants. These men and women have worked day and night undaunted and unpaid.

GRAMMAR AND LANGUAGE BOOKS.

With your consent a trial was made during the year of the newer and more modern series of language textbooks, with a view of the ultimate selection of a new language series in the upper grades. The following books were used for this purpose:

Essential Studies in English, Books I and II, Robbins and Row; Row, Peterson & Co.

Gate to English, Howe-O'Hair-Pritchard, Books I and II; Longmans, Green & Co.

English Spoken and Written, Books I, II, and III, Emerson and Bender; Macmillan Co.

The Manly-Bailey Language Lessons, Books I and II; D. C. Heath & Co.

Essentials in English, Books I and II, Pearson and Kirchwey; American Book Co.

Oral and Written English, Books I and II, Potter-Jeschke-Gillet; Ginn & Co.

Lessons in English, Books I and II, Miller-Kinkead; Lyons & Carnahan.

Progressive Lessons in English, Books I and II, S. C. Firman; Appleton.

The New Webster-Cooley Course in English, Parts I, II, and III, and Essentials of Grammar and Composition; Houghton, Mifflin Co.

Owing to freight embargoes, all these trial sets were late in coming, so that no set was in the hands of the pupils long enough to insure a sufficient familiarity with the book to warrant a conclusive judgment of its merits.

I therefore recommend to you a continuation of the trial during another year.

I also suggested that two recent publications be added to the list for trial, namely, Good English, published by Scott, Foresman &

Co., and the Aldine Language Series, revised, by Newson & Co. I think it will be practicable after another year's trial to make a selection of one or more of these books for future use.

I am inclined to think, however, that a partial revision of our English course in the elementary schools should be made to meet changing conditions and largely for the purpose of eliminating a considerable portion of the advanced work in technical grammar, which I am convinced should be the task of the first year high school.

Very respectfully,

A. T. STUART,
Director of Intermediate Instruction.

REPORT OF THE DIRECTOR OF PRIMARY INSTRUCTION.

JUNE 30, 1918.

SIR: I submit my third annual report.

The unusual circumstances of the work of the schools this year render comparison with previous years of questionable value. The obvious activities of the war, reaching through all classes and grades to the youngest child, to say nothing of its psychological influences, have made conditions different to any in the past.

When we add to very large classes and half-day schools (apparently permanent handicaps) the demands and distractions of war work, the unprecedented and continuous prevalence of epidemics from which we suffered, and the shortage of teachers, the seriousness of the problems of the year may in some degree be understood.

PRIMARY GRADES BEAR BRUNT OF TEACHER SHORTAGE.

One hundred and eighteen teachers resigned from the white schools during the year. Ninety-three of these left the primary department, where, for no just cause, the salaries are the lowest in the grades, for more remunerative positions in the Government. Even so startling a proportion does not adequately represent the gravity of the situation, since all vacancies in the grades above are, in our scheme of organization, filled by drawing from the primary. Meeting the condition was not a question merely of putting in new teachers. It was exceedingly difficult to find people to take the places for the salaries offered. Grade after grade suffered from totally incompetent substitutes, from teachers ill-adapted to work with little children, or from a succession of irresponsible teachers. One class had eight during the year.

LOYALTY OF TEACHERS.

That the results have not been more disastrous is due to the fine spirit of the teachers who stood by the schools, to their vision of the responsibilities and possibilities of their work that made them forget self in the appreciation of opportunities for patriotic and humanitarian service—a vision so clear that by its aid they could overcome a sense of injustice in the lack of material recognition of their efforts. Praise is also due the teachers who returned to the schools, in many cases after long periods of absence. Their enthusiasm and earnestness did much toward holding the situation during the year.

WAR HAS MOTIVATED SCHOOL WORK.

Although the work, as has been shown, has lost along some lines, it has gained in others. War interests have been not mere interruptions and diversions from the regular studies—they have been a vital stimulus to them. They have been a means of motivating and making real as never before the instruction given. Our children have acquired through this great common interest a comparative breadth and understanding that may more than compensate for their losses.

The actual war activities are discussed in another report.

EMPHASIS ON LITERATURE.

At a time when so much is being said of the material and the practical, when the urgency of grounding our children well in the "fundamentals" is so keenly felt, we believe there is a real danger in such emphasis, particularly for young children, who can not comprehend the idealism back of the concrete fact unless it is offset or balanced by increased attention to those studies which portray the esthetic and ethical ideals of our civilization. For this reason we have recommended this year special stressing of nature study, art, music, and the best literature available for little children, particularly poetry. Through it we can create the spiritual atmosphere of the child. So eminent an authority as John Dewey says: "Poetry has historically been allied with religion and morals; it has served the purpose of penetrating the mysterious depths of things. It has had an enormous patriotic value. Homer to the Greeks was a Bible, a textbook of morals, a history, and a national inspiration. In any case it may be said that an education which does not succeed in making poetry a resource in the business of life as well as in its leisure has something the matter with it."

"When history and other information studies have done their work on the information side, poetry may do its on the emotional side," writes Percival Chubb. "We must remember that the child is at heart a poet in his mode of apprehension, and that poetry, as Aristotle said so significantly, is more earnest and more philosophical than history. Moreover in the literary evolution of the race verse has preceded prose. Therefore, not only by reason of its substance, but also by its form, poetry must be the staple of literary diet in the primary grades."

We wish to develop in our children, through the hearing and the reading of a great deal of poetry, a love of it, a true appreciation of its beauties, rather than an association of it with mere memorizing which should be largely incidental. A group of teachers has been working this year, studying and selecting, with a view to the revi-

sion of the present course, poems suited to the needs and purposes of the different grades. In this work the public library has been of invaluable assistance. The list when completed will include not only such poems as have been "living forces from age to age," but also those that make the child sensitive to and sympathetic with the beauty and grace of life about him. In accord with this idea are these exquisite lines of Wordsworth's describing the child Lucy in her growing knowledge and love of nature:

And hers shall be the breathing balm
And hers the silence and the calm
 Of mute insenate things.
The stars of midnight shall be dear
To her; and she shall lean her ear
 In many a secret place,
Where rivulets dance their wayward round;
And beauty born of murmuring sound
 Shall pass into her face.

BETTER SPEECH.

An appreciation of literature involves a recognition of the beauty of the spoken word. As continuously as we have striven for years to teach our pupils to speak clearly, distinctly, and correctly, an added impetus was given our efforts this year by the following statements from a letter signed by Adjt. Gen. McCain and indirectly addressed to the schools and colleges of the country:

A great number of men have failed at camp because of inability to articulate clearly. A man who can not impart his idea to his command in clear, distinct language, and with sufficient volume of sound to be heard reasonably far, is not qualified to give commands upon which human life will depend. Many men disqualified by this handicap might have been officers under their country's flag had they been properly trained in school and college. It is to be hoped, therefore, that more emphasis will be placed upon the basic principles of elocution in the training of our youth. Even without prescribed training in elocution a great improvement could be wrought by the instructors in our schools and colleges, regardless of the subject, insisting that all answers be given in a clear, well-rounded voice; which, of course, necessitates the opening of the mouth and free movement of the lips. It is remarkable how many excellent men suffer from this handicap, and how almost impossible it is to correct it after the formative years of life.

With the able assistance of Miss Alberta Walker, of the Wilson Normal School, the primary department is working out an organized course whose ultimate object is "better speech." Through the cooperation of the printing department of the Central High School we were able to place in the hands of the teachers during the second semester the first two lessons of the series. Both they and their pupils have undertaken the work with enthusiasm. Slogans are to be found in the classrooms which remind the children at all times

of the campaign that is on; e. g., "Is your tongue a slacker?" "Better speech eventually; why not now?" The children, through original jingles (which must be clearly spoken), have evinced their interest. In a classroom recently a small girl recited these lines, which she had composed:

If my little head would use its wit,
My little tongue could do its bit.

As the course advances we hope for and expect excellent results.

CLOSER GRADING.

There has been a distinct advance this year toward closer grading, so essential to the best work in our schools. Where there has been more than one class of the same grade in a school, the division has been, in most cases, upon the basis of the ability of the children. This not only benefits the child who needs to proceed at a comparatively slow rate, but it makes it possible to accelerate the pace of the brighter pupils. The teachers have handled the work well for the first year and will develop in it with experience. Those who have had the slow groups deserve special commendation. Promotion by subjects rather than by grades is our goal, and we hope in the near future to take steps in that direction. An increasing number of pupils who are being helped by this plan convinces us more than ever of the wisdom and practicability of such organization. Within the same class many teachers have done effective work in meeting the particular needs of small groups of children. They have recognized and separated the various groups of ability within their classes.

READING SCHEDULE PLANNED TO MEET THE DEMANDS OF CLOSER GRADING.

We plan to continue the purchase of reading books in small sets in order to more nearly adapt the difficulty of the subject matter to the power of the pupils. A briefer, simpler course is outlined for the slower children. In all classes we wish the work to present few difficulties from the mechanical standpoint, in order that the children may read with interest and ease and may be free to enjoy and discuss the thought. For this reason a number of the books are placed below the grades for which the publishers intended them.

NEED OF COACHING TEACHERS.

As in my two previous reports I feel compelled to speak of the need of coaching teachers whose assistance would make it possible for many pupils to keep up with their grades who are at present laggards and would at the same time remove a heavy burden from

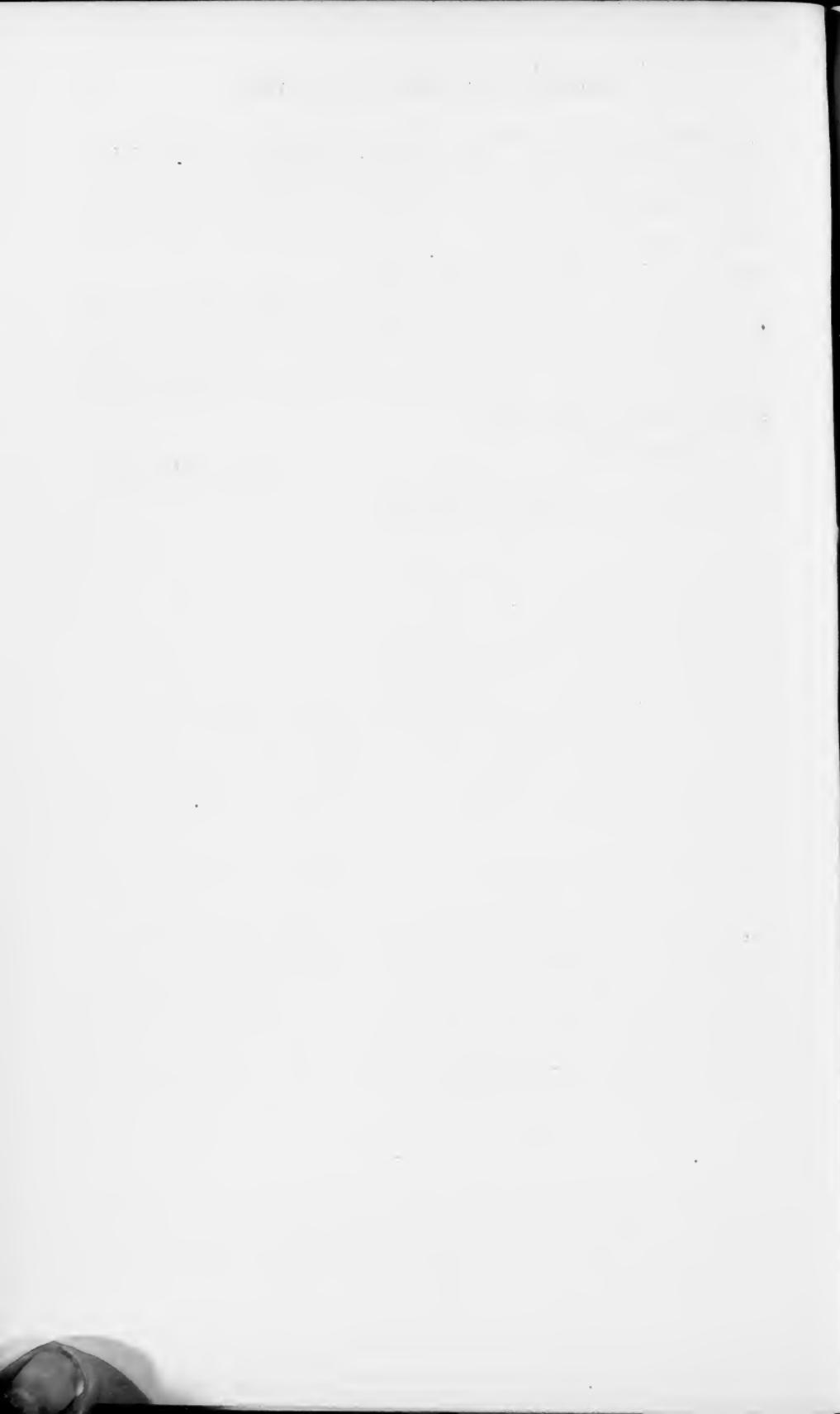
the shoulders of the regular teacher, conserving her energies for the majority of her class. The economic, pedagogical, and sociological aspects of the case amply justify the necessary expenditure of money. Should the proposed increase in the salaries of half-day teachers justify asking them to work longer each day, their services might in large measure solve this problem.

My assistants, Miss Arth, Miss Lind, and Miss Johnston, have done most effective work, and to them, the model teachers, and the circle leaders is due the credit for whatever the primary department has accomplished this difficult year in reaching a responsive, cooperating body of teachers. Permit me also to thank you and Mr. Kramer for your counsel and support.

Respectfully,

EDITH MARSHALL.

To the **SUPERINTENDENT OF SCHOOLS.**



REPORT OF SUPERVISING PRINCIPALS.

DIVISIONS 1-9.

JUNE 30, 1918.

SIR: Following the custom of previous years the supervising principals of the first nine divisions have designated one of their number to prepare the annual report.

Throughout the year the schools have sought to maintain their traditional standards and at the same time adjust themselves to unusual war conditions. The call of the Government upon the schools has been met by a patriotic response from the pupils, the teachers, and the school officials. Enlistment in new efforts and adjustment to changing conditions have been the order of the day as the passing weeks and months have brought increasing demands and responsibilities. The patriotic enthusiasm of the pupils, as they have taken advantage of every opportunity to do their bit, has been no more remarkable than the spirit of loyalty and sacrifice that has characterized the service rendered by the teachers.

In many ways the year has been a most difficult one for the teachers and the principals, on whom the strain and stress are heavy enough even when the work is carried on under the most favorable conditions. Under the new order of things the school, more than the home, has been called upon to direct the child in his war activities. The teacher has become the guiding spirit in all of the new interests that have sprung up in the child's life during the past year, and this the teacher has been doing faithfully and earnestly in addition to teaching the reading, writing, and arithmetic. Almost unconsciously our pupils have been passing through a metamorphosis of changed interests, attitudes, and emotions. The teachers have adapted themselves quickly to the new problems that have arisen. In every classroom, with only a few exceptions, the courses of study as outlined have been thoroughly covered despite the unusual interruptions of the work, as, for instance, the closing of the schools for two weeks because of a shortage of fuel.

Here and there classes lost time because of cold rooms, due sometimes to lack of coal and sometimes to new janitors unfamiliar with the heating plant. The large number of janitors leaving the service

coupled with the piecemeal distribution of fuel added much to the responsibility and worry of the principals and supervisors, who had to keep day-to-day account of the fuel on hand.

The organization and direction of much of the war work of the graded schools fell to the lot of the supervising principals in addition to his usual professional duties. Launching this or that campaign, arousing enthusiasm in the various drives, trying to sustain interest here and there where it seemed to be lagging, and reporting regularly on the progress of the work made the year a very busy one for the supervisors. The enthusiastic response of the pupils, teachers, and supervisors of the first nine divisions in the liberty-loan drives carried them "over the top" with subscriptions of more than a million dollars, or nearly 77 per cent of the total for the entire school system. Likewise the results were commendable in the war-savings stamps campaign, over \$200,000 worth of stamps being purchased by the graded schools. The first nine divisions subscribed nearly \$15,000 to the second war fund, and did proportionately well in the December membership drive for the Red Cross.

Much credit is due Miss Anne Beers, supervising principal of the eighth division, for her untiring efforts as chairman of the committee that organized the preparation, the collection, and the tabulation of the vast amount of data reported to the superintendent from every department of the school system for his annual report on the war activities of the schools.

The beginning of the year found the teachers somewhat handicapped, because of delays in the delivery of books and supplies due to freight congestion on the eastern railroads. The supervisors relieved the situation wherever possible by the shifting of supplies from building to building. In some sections of the city there was an over-crowding in many classrooms soon after the opening of schools, due mainly to the great influx of government clerks for war work. There was considerable difficulty here and there in supplying these additional pupils with textbooks, but all such matters were soon adjusted.

The loss of so many of our best primary teachers because of low salaries is a matter of deep concern to the supervisors. Our close association with these faithful public servants causes us to look with real personal regret upon the severance of their relations with the school system. From the time when they came to us as graduates from the normal school we have noted their development year by year into well-seasoned, skillful teachers. The loss of these experienced teachers is being felt keenly throughout the elementary grades.

Another matter of serious concern to the supervisors is the pronounced lack of enough capable substitute teachers. During the severe winter weather, when many of the teachers were sick, the situa-

tion was indeed a most difficult one, as we tried to provide substitutes. It is hoped that this important question may soon have a satisfactory solution.

The closing months of the school year saw an unusual withdrawal of many of the older boys and girls from the schools in order to take government positions. It is to be hoped that most of these withdrawals will be only for the summer. It is known that in many cases this taking up of government work is not due to real economic stress in the home but more to the unusual opportunities to earn comparatively good salaries. This matter may become so serious, however, that some sort of systematic follow-up work might be advisable, with a view to enrolling these young people in our night schools.

In the multitude of pressing matters at this time let us not forget the importance of teachers' pensions. Next to a proper recognition of the value of our teachers to the community through a more satisfactory salary scale, nothing would bring more encouragement to the teachers than a system of pensions providing for the retirement of those who have given the best of their lives to the schools.

The need of clerical assistance in the office of the supervising principal is so important from the standpoint of lasting benefits that would accrue in the efficient supervision and management of our schools that it is essential that the matter again have your most serious consideration. The office work of the supervisors has increased beyond bounds in recent years, and yet these officials are still handicapped in rendering their best services to the system because of a lack of office help.

Supplementary to this report a statement is submitted covering the extent to which our boys and girls have been regularly employed before and after school hours. The demand for labor has become so keen in all occupations that the employment of children has become quite general wherever it is permitted by law. The teachers are almost unanimous, however, in their statements that the health of the children and their progress in school have not been noticeably impaired by their outside work.

The supervising principals have stood for cooperation all along the line of organized school work, from pupil through teacher and official to the superintendent, in order that our efforts may have a successful issue at this time, when the community and the Nation are expecting so much from the schools. Unanimity of purpose has been the keynote in all of the biweekly meetings of the supervisors and in the frequent conferences of the general officers and supervisors with the superintendent. The discussion of important matters of policy and administration in these conferences has been very

helpful to all officials and has resulted in a more effectual carrying out of your plans for the betterment of the schools.

On behalf of the supervising principals, permit me to thank you and the members of the board of education for consideration and courtesy and to pledge anew our loyal support, looking forward to one of the most important years in the history of our public schools.

Respectfully,

ROBERT L. HAYCOCK.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE SUPERVISOR OF SPECIAL SCHOOLS.

DIVISIONS 1-9.

SIR: It affords me pleasure to submit herewith a brief report of the special activities in the first nine divisions, omitting any extended reference to the many war-helping movements of the children and of the older students, inasmuch as special outlines covering these points have already been sent to you, for such use as you may deem advisable.

ATYPICAL SCHOOLS.

Considerable progress has been made in selecting and classifying candidates for these classes. Dr. Murphy and his examiners have given much time to the study and application of those mental tests that approach a standard, and have made use of them at the time of the physical examination so that in each instance a diagnosis has been made without much delay, and a recommendation sent promptly to this office. The present method of examining as soon as possible the pupils whom the teachers think to be in need of segregation is probably as feasible as any that can be used in a large public-school system until some advance is made in group psychology, by which a large group or a whole school may be given in a few moments some standard group test, similar to that now employed in the Army under the direction of the Surgeon General, and all in need of further individual examination be at once detected for special observation. When this new method is perfected it may be possible to examine all pupils in a school system without waste of time or parental objection.

We have continued to use persuasive methods only in segregating those children who were clearly in need thereof. In case of opposition we have unfortunately permitted the child to remain in the grades until in the course of a year or two it finally dawns upon the parent that after all separate instruction was best for his child, whereupon he usually asks for what was offered to him a long while before.

I hope that authority for compulsory transfers may be secured from the board, to be employed in such cases as seem undoubtedly advisable from the standpoint of both school and medical authorities.

Much of our handwork has been changed during the past year, owing to the difficulty in procuring the usual materials with the

limited funds available, but the teachers and pupils have readily adapted themselves to the changes.

You are doubtless aware that two of our best teachers in the atypical classes have left us for war work, here and in France, and all on the list of trained eligibles have declined to accept appointments at our present rate of compensation when the opportunities elsewhere are so alluring. We found it impossible to secure a really trained teacher for work with a class of acknowledged defectives at the Industrial Home School. While our temporary teachers are to be commended for the splendid efforts they put forth, they often gain experience at the expense of the children and then leave us. Probably the only way to secure permanent teachers fully trained when first appointed is to start all in a higher salary class.

UNGRADED CLASSES.

The teachers in these classes performed the year's work in their usual way, but with less friction and better results. Owing to a certain degree of restlessness among the children of the city, doubtless due to the many war movements about them, these schools became crowded toward the last of the year, especially at the Gales and the Morse. For the first time for several years it became necessary to admit a few girls also who were truants. The demands of the attendance and probation officers were met by sending the extra children, when the class limits had been reached, to some other school. In certain cases this made the distances rather far, particularly in the third and sixth divisions. It seems, therefore, that these two divisions should have ungraded schools located within their limits if any new ones can be granted. Should war conditions in the city start a spirit of unrest among the girl pupils, the time may come before long when a girls' ungraded class must be established.

FRESH-AIR CLASSES.

Owing to the regular grade work pursued therein, the open-window class has not come under the supervision of the writer or, in other words, under the provisions of the compulsory education clause. The Stevens class is under the fostering care of the assistant director, but the Blake class, as a regular grade, has very properly not been considered a special activity. As efforts have been made by physicians and others to secure permission to purchase certain supplies from the compulsory fund, it may not be inappropriate to suggest that consideration be given to the question whether it is better to continue this class a regular grade or to add it to the special activities now using the compulsory fund. In this connection, the views of the supervisor, the teacher, and the chief medical inspector, who have for years

been giving much time and thought to this class, should be fully ascertained, that no hasty or unwise action be adopted.

The open-air class for tubercular children has been in operation during the entire year, starting with a single pupil, but ending with about 15. Situated in a pleasant grove, the old Hamilton School has really afforded a not unsuitable home for the children selected for segregation there. After the resignation of the first teacher, Mrs. F. B. Sampsell consented to take charge, and through her efforts the children, in most instances, not only became contented with their environment but steadily gained in strength. As transportation funds were available, the attendance was quite regular. Improved drainage and better sleeping accommodations have been asked for through the proper officials. I should be glad to have a capable physical training teacher assigned to visit this class at regular stated intervals, as I believe from observation of these children that some mild and simple exercises and some games played with moderation, systematically undertaken, would prove beneficial.

Great care has been taken in the preparation of wholesome and proper luncheons for these children, with unusual attention to such matters as rest, avoidance of fatigue, bathing, and dress, or clothing.

SCHOOL PLAYGROUNDS.

Supervised playgrounds were open from July 1 through August 10, 1917. The principal ones were the Arthur, S. J. Bowen, Brown, Bryan, Congress Heights, H. D. Cooke, Corcoran, Force, Grant, Henry-Polk, Jefferson, Johnson, Ketcham, Ludlow, Monroe, and Wallach.

The average daily attendance at these grounds was as follows: Arthur, 148; Bowen, 176; Brown, 61; Bryan, 224; Congress Heights, 136; H. D. Cooke, 80; Corcoran, 126; Force, 106; Grant, 131; Henry-Polk, 449; Jefferson, 331; Johnson, 130; Ketcham, 243; Ludlow, 204; Monroe, 457; and Wallach, 148. Total average daily attendance was 3,147.

Most of the children on these playgrounds were under 14 years, as the older children frequented the municipal playgrounds. Perhaps the most notable exceptions were the schools with the largest daily attendance, the Monroe and the Henry-Polk, where the school grounds were of sufficient size to accommodate all applicants and no municipal grounds were very near, to which the older children could be directed.

COACHING CLASSES.

Coaching classes were established in several sections of the city, each class requiring four hours of intensive work daily. It was impossible to accommodate all applicants who wished to study during

the summer, but all repeating pupils were first admitted and after that as many others as possible in the order of application.

These classes were so successful and so popular that, I believe, there is quite an opportunity for the development of this line of summer work in future years. Attention is called to the fact that nearly 500 pupils made up one or more studies in the summer high school by close application to assigned tasks. The schools were located in the following buildings:

Brown, one class; H. D. Cooke, one class; Corcoran, one class; Force, two classes; Grant, one class; Henry-Polk, two classes; Jackson, one class; Jefferson, one class; Johnson, three classes; Ludlow, one class; Monroe, one class; Wallach, two classes; and McKinley two 8b classes and summer high school.

At the summer high school, no interruption to the work was permitted, except for the weekly assembly, held under the direction of the principal, Miss Deal, when beneficial instruction and helpful talks were given by local and other educators. So wholesome was the school spirit developed that, notwithstanding the hot weather, the pupils voluntarily insisted upon holding closing exercises and a reception in order that their parents and teachers might become better acquainted.

I have every reason to believe that, with a few individual exceptions, the children doing this summer work gave complete satisfaction in their respective schools during the following semester.

CANNING CENTERS.

During July and August the facilities of our domestic-science rooms were offered to all who wished to avail themselves of the privilege of canning or drying the products of the garden and the field. Classes of children and adults were formed for instruction purposes and for practical demonstrations. In this way the products of the school gardens were utilized to the best advantage and an impetus given to the conservation movement.

NIGHT SCHOOLS.

The night schools opened October 15, 1917, immediately after the passage of the act that enabled a proportionate number of the day-school teachers to serve at night. Other teachers of merit were secured from the certified list of the board of examiners. It was fortunate that the certified list was larger than usual and that the enabling act was passed in time, inasmuch as a great influx of war workers crowded our high schools so that it became necessary in November to increase the number of nights at the Business High and the McKinley Manual Training Schools from three to five nights per

week. A volume might be written about the pupils in these schools and the new courses offered, but as much of this information was included in the preliminary reports made to you last month, I refrain from going into detail at all except to say that at the Business High School alone fully 5,000 different pupils have been enrolled during the season, and that the new courses in decimal filing, French, and English at this school and in radio telegraphy at the McKinley, were exceedingly popular, while the classes in many of the old courses, such as stenography, typewriting, machine-shop work, mechanical drawing, and other subjects, were doubled in number.

In brief, it may be said without hesitation that the night schools came into their own, proving their value at a critical time in the history of the city and the Nation. This was particularly true of the school for non-English-speaking pupils at the Thomson, which became a rallying center for Americanizing those of foreign birth or of foreign parentage. For residents of the southwest section of the city a small supplementary class for foreigners was maintained at the Jefferson.

Grade schools were in operation at the Henry, Jefferson, Madison, and Wallach, and domestic-science and domestic-art classes continued during the first semester in several parts of the city. In order to attract pupils from other overcrowded schools and to provide greater opportunities in both elementary and advanced work for the eastern portion of the city, the classes at the Madison and Wallach were consolidated in February and removed to the Eastern High School and much encouragement given toward improving the work of the more advanced pupils. It will be possible another year to offer several new courses at this school in consequence of the consolidation.

COMMUNITY CLASSES.

At the J. O. Wilson and the Park View centers free night schools were maintained during the entire year in cooperation with the numerous community classes. The night schools, which were mostly classes in industrial subjects, formed a valuable nucleus to which many other activities soon attached themselves. The community centers thus became busy homes and recreation fields not only for our local young men and women, but also for hundreds of strangers who would otherwise have experienced many hours of loneliness.

THE MARYLAND INSTITUTE FOR BLIND.

Your director of special activities served as the District of Columbia member of the board of trustees of this institution, attending many board meetings in Baltimore and visiting the school at Overlea on several occasions to observe the progress of the District pupils.

He believes that all the District blind, or nearly blind, children who can attend this excellent school should be aided to the fullest extent in their efforts to improve and to become self-supporting citizens. In a separate section of the school excellent provision is made for colored deaf mutes.

Permit me, before concluding, to call your attention to the fact that regular clerical help is necessary in a department in which the activities are always going and always growing.

With thanks to you, to members of the board, and to many others for interest displayed in one or more of our activities, I remain,

Respectfully, yours,

W. B. PATTERSON.

REPORT OF THE SUPERVISOR OF SPECIAL SCHOOLS.

DIVISIONS 10-13.

JUNE 30, 1918.

SIR: I have the honor to submit my annual report for 1917-18.

1. NIGHT HIGH SCHOOLS.

Armstrong and Dunbar were in session from October 15, 1917, to June 28, 1918, the longest term in the history of night schools in the District of Columbia. Industrial branches were mainly pursued in Armstrong. There were small classes for more than half a year in Spanish, History, Algebra, Geometry, English, and Latin. Inasmuch as commercial and academic subjects are found in Dunbar, it appears best in future to restrict all commercial and academic branches to it, and to emphasize industrial instruction in Armstrong. English might be advantageously continued in Armstrong for those who need fuller and freer use of the vernacular in the pursuit of their industries.

The extension of the industrial training in keeping with the special demands of the community is vital to the life and value of night schools. The present urgent call of the country for prepared workers will be swollen into a mighty cry for better trained men and women when the conflict, which has summoned from their spheres of labor the innumerable hosts gone and rapidly going, is ended.

This year there were added to the subjects hitherto taught, auto-machine repairing and radio telegraphy, both in great and immediate demand by the Army.

The lack of industrial plants in this community, offering students opportunities to gain knowledge, power, and skill through practical experience in various vocations pointedly directs attention to the need of complete equipment for all instruction attempted in schools. No adequate equipment is at hand for the subjects last introduced. It is impossible to hold students in any vocation without giving them something really worth the time and energy expended.

In Armstrong a large and enthusiastic class in the beginning gathered promptly for auto-machine repairing but despite the energy and skill shown by the instructor, he could not maintain a high-water mark of attendance because of the great handicap of insuffi-

cient equipment. No apparatus befitting the importance of radio telegraphy is yet installed at Armstrong.

The high cost of materials prevented many in the domestic art classes from continuing. Scant attendance early marked this industry at Armstrong. It is due the instructors and students in this subject to assert that considerable work was done for the Red Cross. They entered freely and enthusiastically into many activities to aid the land in war preparation.

An unprecedented increase in enrollment at Dunbar caused extension from three to five nights in stenography and typewriting for a number of weeks.

Quite early in the session small Spanish, commercial arithmetic, and commercial law classes diminished in attendance and were closed. It should be said that the principal of Dunbar taught the arithmetic class after the regular instructor left.

While shorthand and typewriting both continued to retain fairly large classes throughout the year, there occurred an almost unaccountable fall in attendance in the early spring. Do ambition and strength in students fail after that length of attendance? I venture to say that instructors in all night classes should be selected with eye single to efficiency. Pupils need to be held by rare personality, by definite teaching along lines actually felt to be important by the student. This kind of instruction will hold to the end, to the accomplishment of a purpose. An inventory, so to speak, of the object and purpose of those who enroll should be made at once, and the classes and work organized to achieve the objectives. Careful winnowing of the masses that enthusiastically enter at the start is indicated.

Credit for work well done should be given in a way to render continuance in these schools really worth while because it will be a ticket of admission to institutions offering advanced courses. Night schools are not a byplay or side issue, but deserve to be considered an integral part of the educational system. The night high schools and well organized and adequately equipped vocational and industrial schools should reach many with capacities and acquirements who await opportunities.

2. ELEMENTARY NIGHT SCHOOLS.

Ten elementary night schools were in operation, five urban and five suburban, or county. Every section had opportunity to secure advantages, intellectual and industrial. Reno School was opened for first time with three classes, one academic and two industrial, cooking, and sewing. The attendance was very good the entire term. At Birney, Deanwood, and Garfield classes in the industries were oper-

ated in response to community requests in the outset. Millinery was started in Stevens late in spring under a practical instructor. Two additional sewing classes were added, one at Phillips and another at Birney, where late in the year a large class in carpentry was opened. It is to be noted that the increase in the trades and industries is conspicuous. The demands are along these lines ought to be quickly and fully supplied.

Night schools where really needed should be given, but by no means should be kept open when attendance does not warrant.

The possibility of a finely organized and graded night school was noticed at the Garnet-Phelps group. A pride in the school animated students. The enrollment has been beyond the ordinary, and 265 were members June 28, 1918. No amazing loss in attendance occurred even in the coldest weather.

The principal and his exceptionally fine body of teachers have made the city their debtors for results most laudable. Other schools, notably Stevens, breathed new life into their communities.

3. CARDODO VOCATIONAL SCHOOL.

This is a trade school. Here are taught sewing, cooking, carpentry, plastering, bricklaying, auto-machine repairing, and printing.

The printing class, lacking equipment, was early closed. Praise is due the carpentry class for sustained attendance and work completed. The other activities at times suffered in attendance, but late in the year a revival of interest was seen. This school, under enthusiastic, intelligent guidance, ought to appeal powerfully to the section where it is located.

RECOMMENDATIONS FOR ELEMENTARY NIGHT SCHOOLS.

1. Closer and better grading of classes.
2. A course of study distinctly practical.
3. Selection of teachers of known efficiency.
4. Inauguration of features fitted to attract and hold the youth of both sexes.
5. Establishment of line of work and study likely to aid in winning a livelihood.
6. The electrification of night-school buildings as rapidly as possible for both educational and social center needs.

NIGHT SCHOOLS IN THE WAR.

What these schools have done in forwarding the cause of the war through bond buying, thrift and war savings stamps, in garments made for the Red Cross, in articles for the "men over there," is of record in the office of the superintendent and with the men and women charged with these things.

The outstanding contributions by the purchase of Government securities in thrift and war savings stamps by Garnet-Phelps and Stevens Schools richly deserve special mention.

4. CLASSES FOR DEFECTIVE CHILDREN.

No increase in the number of the so-called atypical or classes for mentally defective children occurred. Careful attention by the chief medical and sanitary inspector resulted in larger classes in all parts of the city. Enrollment in the 5 centers reached 83. The location of these classes is chosen to be readily reached by pupils from the several sections. Transportation, except in a very few cases, was unnecessary.

Instruction in industrial and manual training work slightly suffered because customary materials were curtailed or unavailable. However, through the foresight of the director, Dr. W. B. Patterson, substitute materials were secured.

The policy, as in the past, was to devote a large part of the time to manual training, embracing at least a dozen different lines. The beauty and utility of many of the articles made astonished all who saw the remarkable exhibition at the close of the year. To the query "Can any good thing come out of these classes?" A complete and final answer was given at Simmons, Cardozo, and Stevens schools, where the exhibits were held. This report does not permit an enumeration of the great variety of things shown.

To the degree that the mental power in each learner permitted, the conventional three R's were taught. In many cases, through measureless patience, through skill born of experience, through interest and sympathy, seemingly dead, inert mentality has been quickened. More than once derelicts on life's sea have been successfully directed to the haven of self-help, and become safe for society.

For such children I venture to suggest a central place where several classes may be gathered. The establishment of a home school for the day is the idea. Here doing and learning under expert direction, creating proper habits, securing stimulus from the contagious enthusiasm of numbers, will result.

At present these pupils are often viewed askance by normal ones, at times with contempt.

Some benefit, it is true, comes from mingling freely with the other children, but these unfortunates are among them, not of them.

The multiplicity of grades, from kindergarten through quite all the primary grades, prevents good classification. In a central building pupils of high or low mentality could be advantageously placed to obtain the training indicated.

Again, the special gifts of teachers in their several lines would be easily utilized for all. Departmental teaching becomes possible by a division of labor.

Another argument is found in the decrease in expense for separate equipment and the scattered delivery of materials.

High and deserved praise is due teachers and pupils for their contributions to the Red Cross fund. The munificent sum of over \$45 was added through efforts of these special classes.

RECOMMENDATIONS.

1. That these classes have special instructors in (a) typewriting, (b) drawing, (c) cooking, (d) sewing, and (e) carpentry.
2. That a place in each section be selected for a number of these classes with spacious grounds for play and gardening.

5. UNGRADED CLASSES.

These classes receive boys from divisions 10 to 13, inclusive. They are detention classes for boys who are not amenable to discipline of regular classrooms. The time of their stay is indefinite, dependent on proper attitude and spirit toward authority. These transfers entail a very great deal of clerical work on the official in charge, and this ought, if consistent, be lessened.

Experience leads to the statement that more careful investigation and consideration might save numbers of boys from the stigma of segregation. Nothing to save this disgrace ought to be omitted by the authorities. It is a duty to impress the boy with the feeling that he is not an outcast, beached, as it were. The utmost solicitude and sympathy should be felt and shown by teachers and officers. Give the boy a chance to catch and keep step in the march to a higher and better course.

The utterly obdurate and incorrigible found in the ungraded classes ought, upon proper recommendation and examination, be sent to an institution set apart for such.

RECOMMENDATION.

1. Place as many classes as feasible in one building under a strong principal. Here with appropriate equipment and materials better results will be secured.

I regret to record the death of R. H. Browne, for many years a most efficient instructor of an ungraded class. A man of vigorous mind, strong will, and large heart, his work and worth were highly appreciated by fellow teachers and parents.

6. OPEN-AIR CLASS.

For several years an open-air class located at Stevens School northwest has existed. Numbers have remained small, but under a drive by the chief medical and sanitary inspector there were added 14 pupils, bringing the average attendance to 12.

I venture to recommend that in each division, as central as possible, should be established an open-air class. Pupils in such classes need

special care, good, nourishing food, and a regimen designed to rebuild the wasted and anemic. The assiduous attention of the nurses and inspectors will note the rising or falling scale for each and render helpful, timely advice to instructors and parents.

The type of class is growing in the estimation of the people. This is due to a very fine presentation of the purpose and benefit to be had from such classes sent forth by Dr. Murphy, in charge of medical inspection of schools. I take pleasure in recording the fine service rendered by the teacher in charge.

7. TUBERCULAR CLASS.

This class was opened 1916-17, in Harrison School, in accordance with the act making it illegal to retain in regular classrooms pupils suffering from a communicable disease.

Statistics.

| | Males. | Females. | Total. |
|------------------------------------|--------|----------|-----------|
| Number at beginning of session | 3 | 6 | 9 |
| Number received during year | 11 | 17 | 28 |
| Number returned to regular classes | 1 | 3 | 4 |
| | | | Per cent. |
| Average attendance | | | 15.8 |
| Per cent of attendance | | | 81.5 |

Transportation for 24 pupils was paid from the appropriation set aside for that purpose.

Two lunches were provided each day from funds furnished by the board of education. The teacher and caretaker merit the thanks of all for the preparation, care, and service exercised in the conduct of the lunches. Mrs. Julia W. Shaw, assistant director of domestic science, has been most helpful by advice in the matter of food and equipment.

The school nurses have been assiduous in attention, also nurses from the tuberculosis society. This society generously aided with funds, so that a more wholesome lunch could be given.

It is desirable that some forms of handwork be given, if possible, without detriment to children handling the materials. Spacious grounds would be very valuable for play and gardening. These poor, afflicted ones ought to have unlimited opportunities for sunshine and air. One's heart at times is saddened as he gazes upon pupils wavering between life and death. Surely she who daily works with them should possess a tender and loving heart.

To the administrative officers, and especially to Dr. W. B. Patterson, director of special activities, I express appreciation for advice and courtesies so freely given.

Respectfully submitted.

W. S. MONTGOMERY,
Assistant Director.

To the SUPERINTENDENT.

REPORT OF THE CHIEF ATTENDANCE OFFICER.

JUNE 30, 1918.

SIR: In submitting my report for the year ending June 30, 1918, permit me to say, first of all, how grateful we were for the attendance officer appointed to our office last July. This extra officer has been of such decided help to our work that it now seems impossible to believe we have ever been able to get along without her. We are still looking forward, however, to the time when there will be an attendance officer for each division.

Owing to the fact that there has been plenty of work to be had by everyone in Washington this year, there has been less suffering from poverty among our school children, but, on the other hand, this has made our work often extremely difficult, for the very fact that there has been so many opportunities for boys and girls to go to work and the need at home, not to mention the patriotic appeal, has been so great many children have left school and entered the working world. (Permits are granted those between 12 and 14 years of age at the juvenile court.)

While there is still much to be desired in the way of cooperation between the schools and our office, the supervising principals for the most part are giving us their hearty cooperation, as are also a great many principals and teachers. Next year we are planning to make our work understood by all the teachers and are looking forward to the busiest year the attendance office has known so far.

The last part of this year a place was provided in one of our ungraded classes for girls, and while this has worked out successfully so far as it goes, I still trust we will one day have a special class for them where they will receive such instruction as girls need to fit them for a useful life—instruction with their hands as well as heads.

Again, this year, I wish to thank the medical inspectors and school nurses for the cheerful cooperation they have given our work. They have been, indeed, most helpful. Mr. Clark, of the juvenile court, has also been our helpful friend as well as court official.

We are still looking forward to the day when we will have a revised compulsory-education law in the District. Our city is growing, and surely such an important work as this should broaden and grow, too. We feel strongly that children between the age of 14 and 16 years should either work or be compelled by law to attend school. Idle

children between these ages are a menace to the future welfare of our country.

Permit me to thank you personally, Mr. Thurston, for your kindness to our office, and also the board of education and the employees of the Franklin School. This kind interest has meant much to us during the past years.

Report of work done by the attendance office during the year ending June 30, 1918.

Truants:

| | |
|--------|-----|
| Male | 655 |
| Female | 16 |

Absentees:

| | |
|--------|-------|
| Male | 2,591 |
| Female | 1,252 |

Nonattendants:

| | |
|--------|----|
| Male | 33 |
| Female | 26 |

| | |
|-----------------------|-------|
| Total number reported | 4,573 |
|-----------------------|-------|

| | |
|-------------------|-------|
| Visits to parents | 3,536 |
|-------------------|-------|

| | |
|-------------------|-----|
| Visits to schools | 635 |
|-------------------|-----|

| | |
|---------------------------|----|
| Visits to private schools | 28 |
|---------------------------|----|

| | |
|--------------------------------|-----|
| Visits in the interest of work | 553 |
|--------------------------------|-----|

| | |
|------------------------|-------|
| Total number of visits | 4,752 |
|------------------------|-------|

| | |
|----------------|----|
| Notices served | 75 |
|----------------|----|

| | |
|--------------------|-----|
| Over and under age | 193 |
|--------------------|-----|

| | |
|-------------|-----|
| Not located | 108 |
|-------------|-----|

| | |
|-------------|-----|
| Out of town | 113 |
|-------------|-----|

| | |
|-----------------------------|--|
| Reported to other agencies: | |
|-----------------------------|--|

| | |
|----------------------|----|
| Associated Charities | 30 |
|----------------------|----|

| | |
|-------------------------------|----|
| Board of Children's Guardians | 13 |
|-------------------------------|----|

| | |
|----------------|----|
| Juvenile court | 60 |
|----------------|----|

| | |
|------------------------|----|
| Child-labor inspectors | 32 |
|------------------------|----|

| | |
|--------|---|
| Police | 5 |
|--------|---|

| | |
|-----------------|---|
| Mrs. Richardson | 1 |
|-----------------|---|

| | |
|---------------|---|
| School nurses | 5 |
|---------------|---|

| | |
|--------------------|---|
| Catholic societies | 1 |
|--------------------|---|

| | |
|--------------|--|
| Court cases: | |
|--------------|--|

| | |
|--------|---|
| Police | 3 |
|--------|---|

| | |
|----------|----|
| Juvenile | 17 |
|----------|----|

| | |
|------------------|----|
| Before Mr. Clark | 31 |
|------------------|----|

| | |
|----------------------|---|
| Sent to institutions | 1 |
|----------------------|---|

| | |
|-------------------------------|----|
| Excused from school by doctor | 19 |
|-------------------------------|----|

| | |
|----------------------------------|---|
| Reported from Immigration Bureau | 6 |
|----------------------------------|---|

| | |
|---------------------------------------|-------|
| Number of children returned to school | 3,567 |
|---------------------------------------|-------|

Respectfully submitted.

SADIE L. LEWIS,
Chief Attendance Officer.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE CLERK IN CHARGE OF THE DEPARTMENT OF CHILD LABOR.

JUNE 30, 1918.

SIR: During the year ending June 30, 1918, the permits issued by this office have been as follows:

Total number of street-trades badges issued, 163. Of this number 121 were for white boys and 42 for colored.

Total number of working permits, 1,917. Of these, because of unsatisfactory school attendance, 95 had to be approved by the judge of the juvenile court. This number was made up as follows: White boys, 62; colored boys, 14; white girls, 18; colored girls, 1.

In the remaining 1,822 cases legal requirements regarding school attendance and physical condition were complied with, and permits issued as follows: White boys, 1,256; colored boys, 200; white girls, 359; colored girls, 7.

The year just closing has been an unusually busy one, due to the fact that the war, in removing the men from the field of labor, is making greater demands upon the children.

A much smaller number of street-trades badges has been issued, but the number of working permits issued has been more than three times the number issued during the year ending June 30, 1917. Most of the latter issued during the present fiscal year have been given to boys and girls to enter the Government service as messengers, whereas in past years all permits have been for work as jumpers, for work in stores and private offices, and at trades of various kinds.

The more thorough physical examinations which were inaugurated last year have been continued, and a much larger amount of follow-up work done by the school nurses under Dr. Murphy. The number of children having defects corrected is increasing and the parents are showing a growing interest in the matter.

Even under normal industrial conditions the work of the office can not be handled properly by one clerk. Under present conditions only the absolutely necessary work of issuing permits can be attended to; all filing and follow-up work must be neglected. Since the 1st of May the average number of calls, daily, at the office has been at least 150. For some weeks before the close of the school year two pupils of Business High School were detailed daily for one hour in the morning, and gave valuable assistance in filing and other routine work. Had it not been for this and other occasional bits of volunteer

help, large numbers of children would have been turned away daily. Even with this assistance, and with the child-labor clerk working from 8.30 a. m. to 6 and sometimes 6.30 p. m., it has been necessary to send some children away to return at a later time. The attitude of visitors to the office, under these trying conditions, has been gratifying in the extreme; for, in spite of long waiting, which must undoubtedly have tried their patience, both parents and children have been, with two or three exceptions, good natured and considerate.

There has been close cooperation with other offices and organizations, a large number of cases needing follow-up care having been reported to the attendance officers, the Associated Charities, Juvenile Protective Association, Board of Children's Guardians, and the juvenile court.

A new filing case has been purchased, new forms have been ordered, and, as soon as possible, a new and simpler system of filing will be installed.

It is to be hoped that the close of another year may find us with a better law, an office more centrally located and better equipped and manned, thereby making it possible to handle the child-labor work of the District with greater satisfaction, not only to the public but to those intrusted with the administration of the law.

Very respectfully,

ELEANOR J. KEENE,
Child Labor Clerk.

REPORT OF THE DIRECTOR OF MUSIC.

JUNE 30, 1918.

SIR: I am pleased to report progress along all lines in the music department of the schools.

As the teachers become better acquainted with the principles of the music course adopted and the work is made more and more systematic, the results are more and more satisfactory. Particularly is this true in the lower grades and will eventually be so in the higher grades when they are supplied with books.

The entire system is so different from that used in past years that the grade teachers have not yet solved its problems. Until they have, and applied its principles, we shall not be able to reach the ideal conditions we are striving for. It is very important therefore that material be supplied as soon as possible.

The spirit is all that can be desired. The pupils are eager to learn and to sing. Proper equipment is all that is lacking. Merely singing rote songs is an obsolete method in public school music.

It is entirely possible for the regular class teacher to teach the rudiments of music as successfully as other subjects if she is willing to learn the pedagogical principles of sight singing and become a potent factor in bringing up the musical standard we are striving for.

We are putting forth our best efforts to bring this about in the Washington schools with gratifying results.

What has been said in foregoing reports regarding the importance of promoting and providing means for the encouragement of the study of band and orchestral instruments in connection with the school music, still holds good.

Instruments and instructors who are competent are sorely needed. Many children are intensely interested in this phase of music and knowing of the wonderful work being done in other cities, the director of the Washington schools desires, not to simply compete, but to lead.

Progress and still more progress is the motto of the director and his loyal and interested corps of teachers.

Respectfully submitted.

H. E. COGSWELL.



REPORT OF THE DIRECTOR OF DRAWING.

JUNE 30, 1918.

SIR: In war time many people seem to feel that the work of the artist is unnecessary, they class it with the luxuries of life. Art education, by that same token, might be considered a nonessential. The present national emergency, however, has tended to prove the opposite to be true.

In the first place, the point has been well made that in a period of history when all that is worst in humanity is brought to the surface by the world war, every influence that leads us to see past the horrors to the fine and splendid things beyond, becomes of great importance, and more than this there has been a direct demonstration of art's practical response to the Nation's need of war service in the inspiring work eminent artists have given to posters, advertising campaigns, and illustrative work along historical lines.

One place which the art work in the school should fill at such a time is well defined. Innumerable forms of war activity need poster making, lettering, decorating, color, and manual-training work for their completion. Perhaps the most important—certainly the most impressive—of the many means by which this idea was brought out in this year's drawing course was an exhibit of posters at the drawing office. The War Department sent out a bulletin for aid in a war-saving stamp campaign. As I read the directions I realized that this contest, though giving us drawing teachers an opportunity, was primarily intended for publicity. Therefore the problem was given to all seventh and eighth grade pupils, who were to select a slogan and a picture, and were especially requested to take the idea home and talk it over there before going on with it as a drawing lesson.

The problem as given to all the pupils was to draw an oblong 6 by 8 inches. in which their design, picture, and lettering were to fit. The teachers selected the best three, and those pupils, bringing their posters along, met in the different sections of the city and were given by their drawing teachers three or four intensive lessons in enlarging their designs and lettering to fit paper the required size, 16 by 21 inches. When completed, these, 408 in number, were, on May 13 and 14, displayed in the office of the director of drawing. Notice of the exhibit was sent to all seventh and eighth grades and to school

officials. There were several hundred visitors, and all responded to the suggestion to vote for the best three in each room. About 80 posters were selected and forwarded to the Washington committee, and of these about 30 sent to the general committee in New York. I impressed on the pupils the compliment of being one of the 408 pupils represented in the collection hung in the drawing office, then of being one of 80 sent to the Washington committee, and, finally, the great compliment of being one of 30 sent to the general committee with work from all over the United States. What especially pleased me was the general good work. The pupils in the grades are not accustomed to the big paper—the desks are not fitted for its use—and yet the grade drawings, in spite of the unusual conditions and the fact that the problem was rather an unfamiliar one, were uniformly creditable. One could not help being impressed with the very beautiful and intelligent response on the part of the children.

Posters for a great variety of war activities were made by pupils in the high schools. Besides the war savings stamp competition already described, the liberty loan campaign, the Red Cross drive, food conservation, French relief, and different entertainments for patriotic purposes were used as subjects. On one occasion the Food Administration called for posters to be sent to the N. E. A. meeting at Pittsburgh. Some excellent examples of high-school work were available and were very acceptable.

Work along these same general lines had been carried forward earlier in the year. In January I planned, in connection with the national movement to advertise war savings stamps, to have poster work in each grade. In the first grade this was very elementary. The pupils drew an oblong with brown crayon and then cut the letters U. S. A. a given size and finished the poster, to their own intense interest, by pasting the letters in the oblong. The second grade cut the letters W. S. S. and also a shield and pasted these in a given oblong. The third grade drew a flag in brown crayon, and, beginning right here, since there has been so much criticism of the drawing of the flag, an effort was made to get each child to at least draw it correctly as to number and placing of stripes and proportions of the field. They finished with the letters W. S. S. below the flag, and large enough to fill the space. In the fourth grade, in brown crayon, the same flag, and below it the words "thrift stamps." In the fifth grade the problem was the same as in the fourth—the flag and the words "thrift stamps"—but in this grade the problem was worked out in color. About this time word came of the national contest, already described, for high schools and seventh and eighth grades.

The entire work of the department, as I review it for the year, has run along very smoothly, considering its many difficulties. The visits to any one school have been few for several reasons. In the first place, the corps of drawing teachers is the smallest of any special branch, there being only seven special drawing teachers; then, too, the teaching in the group schools takes two half days of each week, and with no more teachers than before that method was adopted the visits are further apart. Still, with all these handicaps, the work has been well done and the usual examples have been sent to me. It is good to have these in the drawing office. I have ready now for next fall an exhibit representing the entire course. In upper grades every single lesson is illustrated and in the lower grades the subjects taught and the different mediums.

I have given, on request, examples of work to other drawing teachers—this year to a Japanese in charge of a normal school in Tokyo, who carried off with him a few specimens from each grade, and who gave to me some work done by the Japanese children of corresponding grades.

One subject in the drawing course which should be especially mentioned is the lettering taught in the fourth, fifth, sixth, seventh, and eighth grades. For several years the work in lettering has been progressing. It is one of the forms of design which the pupils meet constantly—a form in which the importance of good standards can hardly be overestimated. False or wrong standards are prevalent, and it is easy for the pupils to admire fancy letters or unusual or grotesque letters or arrangement, and the effort is made to have an appreciation of fine proportions and spacing. The time and attention given to this brought good results in the poster contest already described.

A series of meetings was held in the early part of the year. In the upper grades no general meetings seemed advisable for several reasons, and as the course of study remained practically the same the teachers did not need special help, so the meetings held were for the fifth, sixth, seventh, and eighth grade teachers new to the grade. The third and fourth grade meetings were for all and were held in eighth-grade rooms, so that the teachers could carry out the problems given, while the first and second grades were held in the hall at the Thomson School, the teachers taking notes.

There is not much to report in regard to the construction work—the calendar mounts of the fifth grade, the portfolios of the sixth grade, and bookbinding of the seventh grade—for the material gave out; but I wish to record the receipt of several letters from teachers who did have materials, in which they referred to themselves and their schools as of the fortunate ones able to do the constructive work.

The lack of material made it necessary to send directions for other work to take the time usually given to the constructive.

I should like to refer to the care of materials and the conservative use. Where possible, drawings were made on both sides of the drawing paper and other little economies practiced.

The drawing teachers, as usual, gave help when asked to parent-teacher associations, and the director gave a number of art talks to the normal and high schools.

Very sincerely, yours,

ANNIE M. WILSON,
Director of Drawing.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

JUNE 30, 1918.

SIR: The work of the past year has followed the usual lines for the most part. It was planned to make it a year devoted largely to work growing out of war needs, but, while a considerable amount of such work was done, report of which has been made, it did not to a great extent displace the regular work. There were certain requests for supplies with which we did not comply; some came from individual sources, and, although made in the name of the Red Cross, there was no assurance that it was back of the request or could use the supplies. In other cases we advised that it would not be economical for them, in actual cost of materials, to have the supplies made by the schools. The most attractive and important opportunity, especially for the vocational and high schools, came so late in the year that we could not give the help requested.

There is a prospect that the high schools will be asked next year to do considerable work for the Red Cross. The question will arise in the high schools as to the propriety of granting the request, if it comes. My own feeling is that a fair proportion of time should be given to it, purely as a help to the Red Cross, going on with the regular work later, and by intensive efforts try to cover as much ground as usual. The point is that the regular work in wood is one part of a unified course of shopwork, and if set aside by work of a different character, such as the Red Cross work is, the whole course of four years would be weakened; hence the necessity of guarding against this by frankly not treating the Red Cross work as a proper substitute.

I have felt a degree of regret that the war work done in the shops this year was not part of some big, obviously important project, instead of consisting of a large number of "small jobs" on a wide variety of articles. With the war going on, vaster by far than anything which ever happened in the world before, it is only natural that one should feel that he was of more help the greater the thing he was doing; the small things seem so inadequate to the tremendous end in view. However, it is not improbable that we served a very useful purpose in this way; the small things must be done. It is conceivable that a few pieces of some small article needed for experiment or as samples take on at times an importance far greater

than is apparent. In such cases the value of a source of supply able to attend promptly to the need should not be underestimated.

Before leaving the subject of war work I wish to record my appreciation of the fine spirit shown by the boys and instructors. They were ready and enthusiastic in all they were asked to do and would gladly have done more. It was inevitable that some of the work had to be done under pressure, but the responses in all cases were most satisfying.

It is to the credit of the manual training teachers that they showed a proper regard for the general aims of their work. In the disturbed condition of things, and while giving due heed to the special needs they were asked to meet, they have not lost sight of the fact that the interests of the boys of this year's classes were more important than usual rather than less, and that the most important need of all was to serve those interests.

While there have been unavoidable interruptions and necessary adjustments due to war work, I feel that I can report that, as a whole, the work of the year has been as valuable as usual along the regular lines. The value of the war work can not be measured, but we may be sure that it will be a lifelong satisfaction to the boys who shared in it.

Difficulties and delays in obtaining our usual supplies were encountered during the year, with evidence that they are on the increase; some things did not come at all, and present indications are that we can not expect to obtain certain supplies at any price. The cost of everything is mounting rapidly, and every possible economy will have to be practiced. Much attention was paid to this matter last year.

In common with the system as a whole, this department suffered from loss of teachers. One went on leave of absence as an inspector of munitions; another resigned to accept work in the War Department; a third resigned to enter private employment upon war supplies; a fourth was drafted. These were all shop teachers in the grades, and the unfortunate feature is that only one of the vacancies could be filled. A makeshift arrangement was made whereby one of the other three shops was kept open, but two were closed. While, as in the majority of similar cases, the men who left voluntarily doubtless felt some patriotic impulse to get out into actual war work, they undoubtedly felt the impulse to add materially to their previous inadequate incomes. The impossibility of filling the vacancies was due to the small beginning salary paid, the slow annual increase, and the low maximum. So much has been said about low salaries that it would seem unnecessary to do more than state the above facts of the past year's experience. It is true that recent increases in the wages of mechanics have been caused, in part at least, by the war demands and by the increased cost of living, but there is

always a wide difference between these wages and the pay of our manual training teachers. Of course the mechanic's annual income is reduced because of idle time, but in many cases he is paid for overtime, which compensates for the loss; thus it may be said fairly that the apparent difference in pay, especially in the case of skilled men, is a real difference. I think we shall have difficulty in obtaining desirable men as long as this obvious difference exists. In the near future, with so many opportunities on the outside, this difficulty will be greatly increased, probably to the point indicated by the experiences of the past year. We have been approaching this point for a long time, however; now, due to the war, the situation has suddenly become acute, but it was not caused by the war.

The needs of the Smallwood School were rather fully stated in my letter to you under date of February 23, 1918. I trust the improvements suggested therein can be made soon. In the matter of additional room there, it has been suggested that an addition to the building be made upon the north side. I had thought that room might be obtained less expensively if the Smallwood and Bowen were grouped as a unit organization, but if this is not practicable or if classroom space could not well be spared even if this grouping were done, then the proposed addition to Smallwood should be immediately considered: it is a good proposition in any event. Like other new construction, it would be deferred until after the war, I judge, so immediate needs could be met, after a fashion, by the use of portables. If possible, two should be provided.

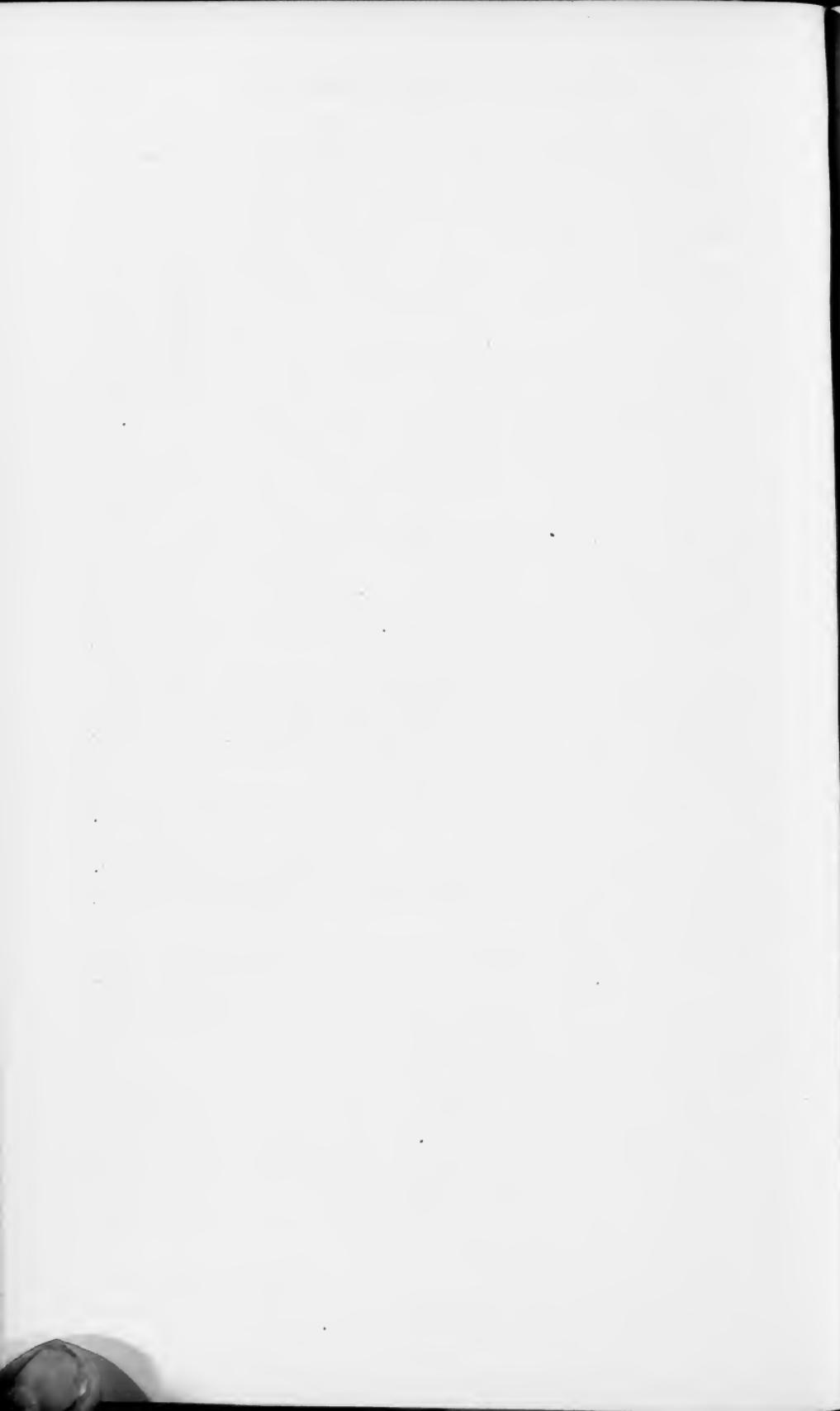
By moving the Smallwood printing shop to the basement we have secured more space, but we have incurred disadvantages with respect to light, heat, ventilation, and dampness. The addition of a sanding machine, already installed, and a tenoning machine, which has been ordered, will improve the equipment and greatly help the work of the wood shop.

The electric wiring of the shop at the B. B. French School is now assured, permitting the use of the machinery, so next year's work of the Lenox boys will be greatly benefited. It is to be hoped that a much larger enrollment can be secured, and I urgently recommend that such steps as are possible be taken to that end.

Difficulties in obtaining teachers and the steadily advancing cost of equipment and supplies are likely to continue to make problematical the proposed extension of the lower grade work. Granting that this is important enough to warrant its present high cost, I feel that the expansion at the Smallwood and Lenox and the extension to other sections of the city of vocational opportunities for the older boys should be given preference, and that the cost even under existing conditions is fully justified.

Respectfully,
To the SUPERINTENDENT OF SCHOOLS.

J. A. CHAMBERLAIN.



REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

JUNE 30, 1918.

SIR: In this year of national stress there has been no subject more prominently before the public than the questions centering about the feeding of people and we, as trained workers in this field, early felt the call to service and placed ourselves at the direction of the Government to do and to teach whatsoever was deemed wise and necessary. While waiting for the decision to be made and the direction to be formulated we took up the work which lay ready for our hand.

Early in the spring of 1917 the call came from the Red Cross to arouse the people and make them realize they must understand the fundamental nutritional needs of the body in order that they might more intelligently care for their families. One of our number was made chairman of the committee to organize classes in dietetics under the Red Cross. To meet this call many single lectures were given and three classes in dietetics were organized and taught by us without compensation.

When it became known there would be difficulty throughout the country raising enough food on the farms to feed the people and more difficulty transporting it from the producer to the consumer instruction came to plant home gardens and to get those who had gardens to plant more.

Wherever we had a space we planted and had the classes plant and encouraged the planting at home, then we began to teach how to use this local and perishable stuff and taught it was our duty to use this and not demand the material which had to be shipped in.

CANNING AND PRESERVATION OF FOOD.

Production was stimulated to the point where it appeared there would be a large surplus, so the next piece of work to be done was the preservation of it for future use. Therefore an extra series of lessons in canning was put into the course in the spring of 1917, and a series designed to teach other methods of preservation was given in the fall of that year; moreover during the summer classes were organized under the summer school for the purpose of giving opportunity to those who desired to preserve food for their own use to do so under the instruction and supervision of trained teachers. The preservation of food in all the ways known was taught. Several thousand containers were filled at these schools, and many

thousand in the homes of the people. Boys, girls, and adults were in the classes. They brought their own product and containers and did the work themselves. Seven teachers were employed for this work. They had an average attendance of 10 or 12 persons a day and filled from 30 to 50 jars a day. They willingly stayed overtime to complete the process for those who had not finished. They did a splendid piece of work. Though many public demonstrations had been given to large groups of people, we found they did not get all the little points on which the success depended, but by doing it under supervision they could ask questions so did learn the technique of the process. Plans are being made to open certain of these centers again this summer. A series of lessons in canning closed the course this year. All this will be supplemented by public demonstrations given by the Department of Agriculture, hence it will be possible for all who so desire to learn to put up their food for next winter.

CONSERVATION OF FOOD.

Owing to the vast ranges of climatic and soil conditions this country has a great variety and an abundance of food material, hence food has been a comparatively cheap commodity. Moreover the variety has been so great that people chose what they liked without sufficient thought to the basic needs of the body, hence formed certain food habits which they gradually came to consider essential to the life of the individual. Moreover, since food has been a comparatively cheap commodity there has grown up a careless and wasteful method of handling and using it and a feeling has been created in the minds of many that to watch closely the purchase and use of food is a sign of miserliness. Such persons as do look well to these matters in their own homes are held in contempt by those having less intelligence and foresight. Though this condition of things is changing there is still ground for the judgment that as a whole the American people use too much food. That they both eat and waste too much. We had been doing all we could to change this through our teaching so felt now was the time to drive these facts home by more emphatic teaching and to get the people to change their habits that there might be food to send to the world at large where there was such dire need of it, so we planned our work with this in view. Great emphasis was laid on the utilization of every bit of food material brought into the home and, as one child remarked, nothing was thrown out, not even the eggshells; and another asked what use could be made of the water in which the eggs were boiled. Lessons were definitely planned to teach how to use the scrap fat, the parings and trimmings of food, how to extend the flavor of food, how to use both the curd and the whey of soured milk,

how to save the valuable constituents of foods cooked in water, and many kindred things.

In the lessons on planning meals we taught more emphatically what were the basic nutritional requirements of the body and that these could be met by a smaller quantity of food than was commonly eaten, if this food was wisely chosen and properly cooked. Simple meals were planned along these lines, prepared and served by the 8B girls. In connection with this line of work we showed the groups of food from which these needs were met, the various products within the group, which were available in this city, and how to use them. The notable instances along this line were with the substitutions of other cereal products for wheat and of other sweet foods for cane sugar as well as various oils and fats for butter.

Recipes which had been used for many years had to be modified to meet the new conditions. We began by making a 20 per cent substitution for wheat in all our work and gradually increased this percentage until we were using no wheat at all. Toward the close of the year we gave our regular lessons on biscuits, muffins, cakes, and sauces without using a bit of wheat, a thing we thought impossible at the beginning of the term.

Our usual Christmas lesson is a candy lesson. A candy lesson was given this year, but instead of using cane sugar we taught how to make it out of corn sirup, molasses, and sweet fruits (honey and maple sugar being too expensive in this section for this purpose). Corn sirup, molasses, and sweet fruits have been used to sweeten other dishes, such as cakes, puddings, and sauces, thus saving the sugar. No butter was used in any cooking process; oil and scrap fat being used instead. Some of the usual meat lessons were omitted and more lessons put in to teach how to use the materials which replace the meat or save it.

When the baby year campaign was started each teacher gave at least one lesson to specially emphasize the feeding of infants and small children as well as the responsibility of the older sisters for the welfare of the little children in the home, pointing out how much both would gain if such responsibility was accepted.

In spite of all the modifications we did not change the fundamentals of our course of study. The principles underlying the cooking of food products, the feeding of people, and sanitation were still the base of all our teaching. The dishes used for illustration as well as many of the recipes were changed to meet the changing conditions in the community, and every effort was made, as of old, to teach orderliness, cleanliness, and accuracy. We feel we helped to hold the public steady and prevent panic by our timely lessons showing how to make such sightly and palatable dishes of the food products which were within the reach of all. This gave them courage to do

likewise and made them feel there really was no danger of anyone losing his health because he was deprived of a few foods he had become accustomed to use.

In addition to teaching the pupils in the school, we made a vigorous effort to get this instruction over to the home. Girls were strongly urged to try out at home the thing made at school and to report not only their success or failure but whether or not the dish was liked well enough to constitute one of the regular dishes served. When it was not we tried to find out why and to suggest changes in it to meet the varying tastes. It has been a difficult matter to change the food habits of a people, but they are being changed, and the interest manifested by the teachers of cooking during the informal conferences of teacher and pupil during the lesson period is part of the cause. Other recipes than those used in the lesson were put on the board, copied by the pupils, and taken home. Teachers willingly answered questions sent by the home people and tried to show how to get good results with the new recipes. They willingly responded to requests from clubs and parents' associations for talks and demonstrations. Many demonstrations in making bread with the wheat substitutes and in the use of potato were given by them. Three members of the corps gave full courses of lessons to adults after school hours under what was known as the war-kitchen activities, and others helped in this work by making experiments with the various wheat substitutes in order to get clear and definite recipes for these products. Every teacher in the corps felt the call to service and responded heartily, as trained people should in an emergency.

A systematic effort was made to teach a few food facts to all pupils in the schools, from the kindergarten, through the normal, and through them the adults at home. For this purpose one of the institute meetings was devoted entirely to the discussion of topics relating to the food situation and the food needs of the body. This was followed by a series of talks to teachers, gathered in grade groups, where, beside placing before them the fundamental facts, suggestions were given regarding the teaching of these facts, how to stimulate interest, and secure the cooperation in the home.

In one way or another this work was presented to all pupils in the high schools. In one case the talk was given to a body of students who undertook to carry the message to the other students. In another the message was given by a trained speaker to the school as a unit. In another it was sent through the school paper to all students and to the home. In the others it became a part of the instruction in physical training. In the normal school it was given in connection with the physiology and garden lessons. So, through the entire system, instruction in matters relating to foods and feeding, was given to all students, boys as well as girls, and through them the message was taken home.

I have for many years felt something of this kind should be undertaken, for in the domestic-science classes we reach so few of the children who enter our schools and never do reach the boys. Every boy should have a short course in food work, cooking, and sanitation; moreover, the fundamental principles of nutrition should be taught to all grades. This means the work should be given to all normal students and arrangement made whereby teachers now in the service may have this work outlined for them.

HOME-MAKING CENTERS.

The work at these points was well done. Household sewing forms part of this course, but instead of making things for these houses we secured material from the junior Red Cross of the school from which the classes came and made up such things as sheets, pillow cases, cases for hot-water bottles, and magazine holders, returning the articles to the school furnishing the material. This gave the same training as making things for the house, and the children felt they were doing a bigger piece of work. Greater interest was shown in the lessons on the care of minor illnesses and emergencies. The girl is a potential mother and nurse and her imagination was fired by the stories of the work of the Red Cross nurses on the battle line and of the need for home nurses behind the lines.

A prevocational course preparing for the nursing profession might well be started in our schools.

NIGHT CENTERS.

Several centers for instruction in this work were opened in the evening and the attendance was good and the interest great. That there were not so many centers as in other years was due, probably, to the establishment here of the home-demonstration work under the auspices of the Department of Agriculture, an emergency appropriation for this work in the cities having been passed in the spring of 1917. The home-demonstration agents organized small groups of women in various sections of the city and gave them courses of lectures and demonstrations planned to teach much the same things as were taught in the public schools. As these meetings were held at places and hours more convenient to the housekeepers than the night-school centers many more were able to attend, and many who did attend might otherwise have attended our night classes.

Many of the home-demonstration classes were held in the cooking centers, and the cooking equipment was used.

NEW WORK.

One piece of experimental work was done. Its object was to find a way to give more opportunity for the girls to actually do the cook-

ing in the lesson period. Our method of the single-group plan gives opportunity to only two or three pupils to do the cooking each lesson, so we decided to try the multiple-group plan. The class was divided into three sections, giving groups of four or five pupils, and each section made the dish which constituted the lesson for the day, using the family amounts as is done in the single-group plan. We believe this amount must be used to give the training and the product real value in the eyes of girls of this age, who in a very few years will take on themselves the duties of home makers and are beginning to feel a sense of responsibility.

This change has been advocated many times before, but owing to the limited funds has never been fully tried out.

The experiment was tried out at the John Eaton, Brightwood, and Jefferson Schools. The cost of the additional supplies was met in various ways. Sometimes the raw material was brought from home and the finished product returned to the home. This brings the home and school into close touch, and is a good way to prove the lessons being given are practical. Some of it was purchased by the teacher and the product sold to the teachers or the pupils in the school for their lunch. Some material always had to be purchased and charged to the school, but this amount was kept within the allotment for that school.

The teachers who tried it reported a marked increase in the good conduct and the interest of the pupils and in their ability to work independently, but that there was a greater strain on the teacher owing to the greater amount of work involved in arranging to get her supplies and preparing to meet emergencies when the girls failed to bring the supplies, as they sometimes did; in packing the product to insure its safe arrival home; and keeping watch over so many children at work to be sure the work was being done accurately and well; and getting all this accomplished in the short space of time allotted for the lesson. It is undoubtedly a better method by which to train the girls and keep up their interest, but the teacher should have a longer period for the lesson, fewer lessons in the day, and more equipment than is now provided. It will also cost more money, for in some sections of the city all the material will have to be provided by the school. Methods for the disposal of the product will have to be worked out for each locality. A larger force, a greater appropriation, and the cooperation of the home with the school will insure the success of this multiple-group plan, and if these can be secured I recommend its adoption.

EXTRA WORK.

Besides answering questions, making suggestions, giving advice, lecturing, and demonstrating they gave generously of their time after

hours. Some had the children bring products from home and helped them can it and preserve it, pickle or make jelly of it for home use. Some helped the children make jelly, candy, and cake, which was sent to the soldiers in camp or hospital; or for sale, the proceeds being used to buy war savings stamps or given to the Junior Red Cross. Two teachers superintended the preparation of lunches which an enterprising group of girls undertook to furnish the teachers in the building in order to raise money for these activities.

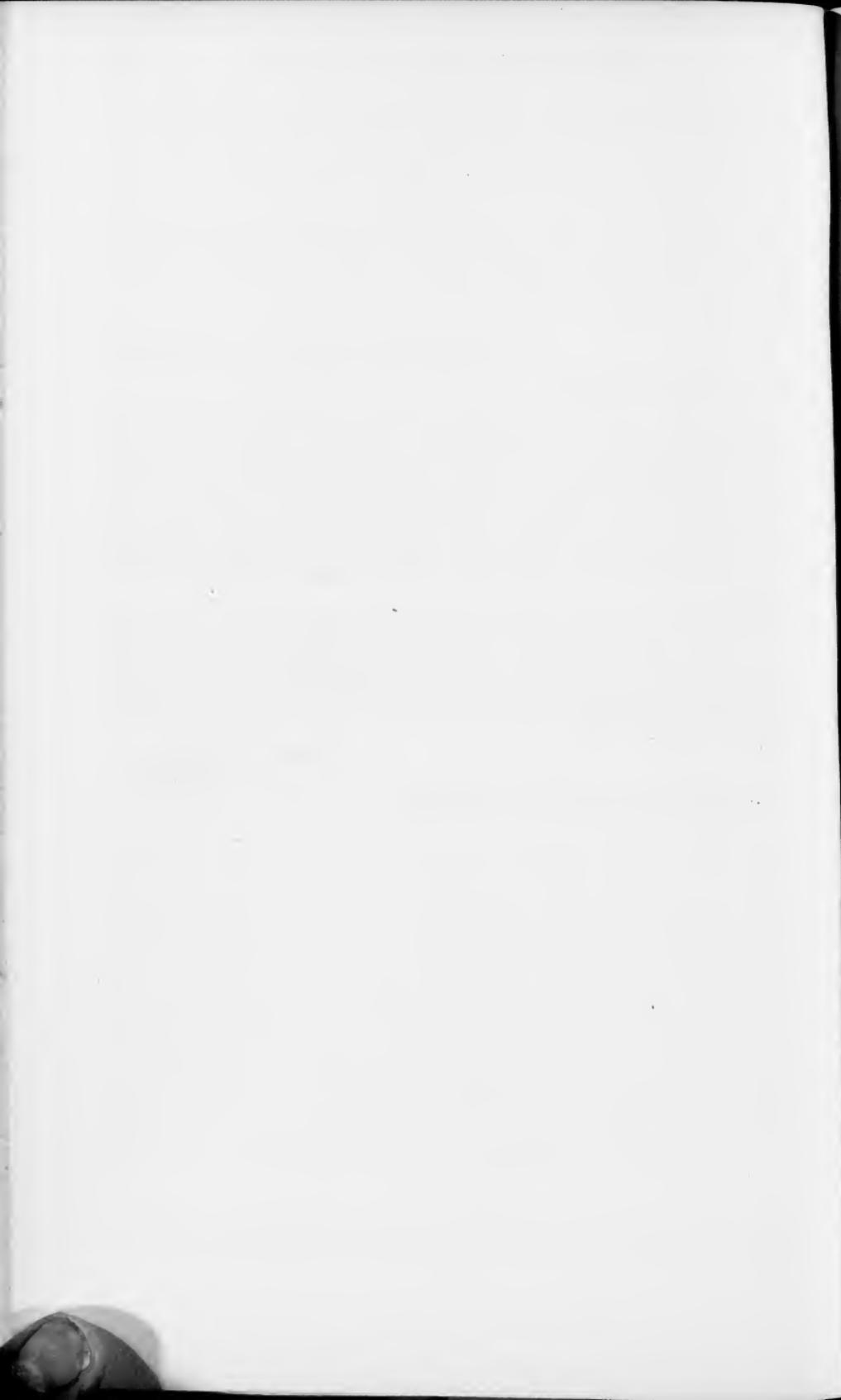
In every possible way we have striven to make the work practical and stimulate interest in it so the people might better understand how to feed themselves.

The public school is, of course, not the only agency attacking the food problem, but it is an important one and the teaching this year has borne good results. We have worked harder than ever, but the work has been pleasanter and the interest greater because we were dealing with a live problem, one in which every man, woman, and child was concerned. This active interest was certainly stimulated by the manner in which the Food Administration handled the whole subject.

We desire to thank you and the school officers for the help that was given and for giving the opportunity to carry the work into the grades other than those in which it is usually given, for it did much to create a sympathetic attitude toward all the work and made the classes respond better.

EMMA S. JACOBS,
Director.

To the SUPERINTENDENT OF SCHOOLS.



REPORT OF THE DIRECTOR OF DOMESTIC ART.

JUNE 30, 1918.

SIR: I have the honor to submit the following report of the work of the domestic art department of the public schools of the District of Columbia for the year ending June 30, 1918:

The unusual conditions brought about by the war, so far from cramping the work of this department, have served to broaden its aims by bringing the pupil into direct relation with the real needs of the day and furnishing point and purpose to her work; this, too, without interfering with the regular curriculum. The lessons of patriotism, unselfishness, and thrift follow naturally from the sort of work the pupils have had the opportunity of doing during the last school year and never has their enthusiasm been greater.

It has been found that the various problems of the sewing classes could be worked out upon articles designed for war uses fully as effectively as in any other way and thus conserve material, at the same time practically following out the regular system of instruction.

The third-grade program was not changed, the pupils being too immature to undertake more than the elementary study of materials, tools, and simple processes that has been the custom heretofore. In order, however, not to be left out of the war work altogether they have occupied much spare time in snipping scraps of cloth, otherwise useless, into pieces to be used as filling for hospital pillows.

In the fourth, fifth, and sixth grades the first semester was devoted to the making of hospital supplies and the second semester to the construction of garments for refugee children, the nature of the articles of course being thoughtfully adapted to the capabilities of each grade and worked out along educative lines. In the fourth grade, for instance, the customary basting, hemming, overcasting, etc., were applied to hospital handkerchiefs and napkins, surgeons' masks, operating stockings, and such simply constructed articles. The darning and mending, always an important part of the fifth-grade work, has been specially emphasized this year as a necessary element in the conservation of resources. The cooking outfits, consisting of apron, cap, and kitchen holder, ordinarily made in the

sixth grade for use in the two succeeding years, were made as usual, being considered too practical a part of the work to be omitted. About 2,000 of these sets were completed. The construction of these left only about one-half of the year for Red Cross work, but this time was well accounted for. The amount of work done in the grades under the auspices of the Junior Red Cross totals 9,670 articles for hospital use and 1,196 garments for refugees; these in addition to 886 pin balls and 1,172 Christmas stockings used as gifts in the camps. These were stitched by sixth-grade pupils as a sewing-machine lesson.

Owing to the quantity of war work, the department's contribution to Camp Good Will is considerably less than usual. About 80 dresses for infants and small children have been forwarded to the Associated Charities.

The necessity for thrift and conservation of resources has been borne in upon the pupils as much as possible, and every practical application of these principles is urged. Every scrap of cloth from the cutting out of articles is carefully snipped to be used for pillow fillings. All the old muslin and linen procurable has been cut and hemmed into handkerchiefs, napkins, and tray covers for use in the military hospitals. Six hundred bean bags used in the schools were re-covered where formerly they would have been discarded. The sixth-grade pupils made the bags as a sewing-machine lesson, the boys of the fifth grade changed the beans from the old bags to the new, while the fifth-grade girls overhanded the openings as an application of one of their problems. A number of the pin cushions used in the sewing classes were re-covered, and more of such work is planned for next year.

The vocational classes at the Lenox and Smallwood Schools have kept generally to their regular plan of work, much of which has always been along the line of renovating, remodeling, and saving. At the Smallwood School there were completed 300 garments, 15 hats, 15 bunches of flowers for trimming, and 19 workbaskets; at the Lenox 111 garments, 1 Red Cross banner, 8 school pennants, 24 checker bags, 16 small mattresses, 18 hats, making a total of 527 articles. The Red Cross work in these schools was of a more advanced nature, consisting chiefly of the construction of the more complicated pieces, such as pajamas and hospital shirts. As heretofore, these schools continue to do a very useful work, and it is hoped that their scope may eventually be broadened to meet the demand for such instruction.

The untiring efforts of the teachers of this department deserve special mention. They have not hesitated to assume extra burdens, which involved working after hours and at night, cutting out work, teaching extra classes of seventh and eighth grade girls and giving

assistance to grade teachers and the mothers of pupils, while at least one of the teachers, possibly others, will continue to work with the children through the month of July. In addition to this extra work, which has been entirely voluntary, they have made outside of school eight Eskimo suits for the tubercular school, two school banners, eight school penants, besides binding eight pairs of blankets. In addition to these tangible evidences of their earnestness and industry there has been throughout the year a spirit of loyalty and cooperation which has been invaluable in carrying out the policy of the department.

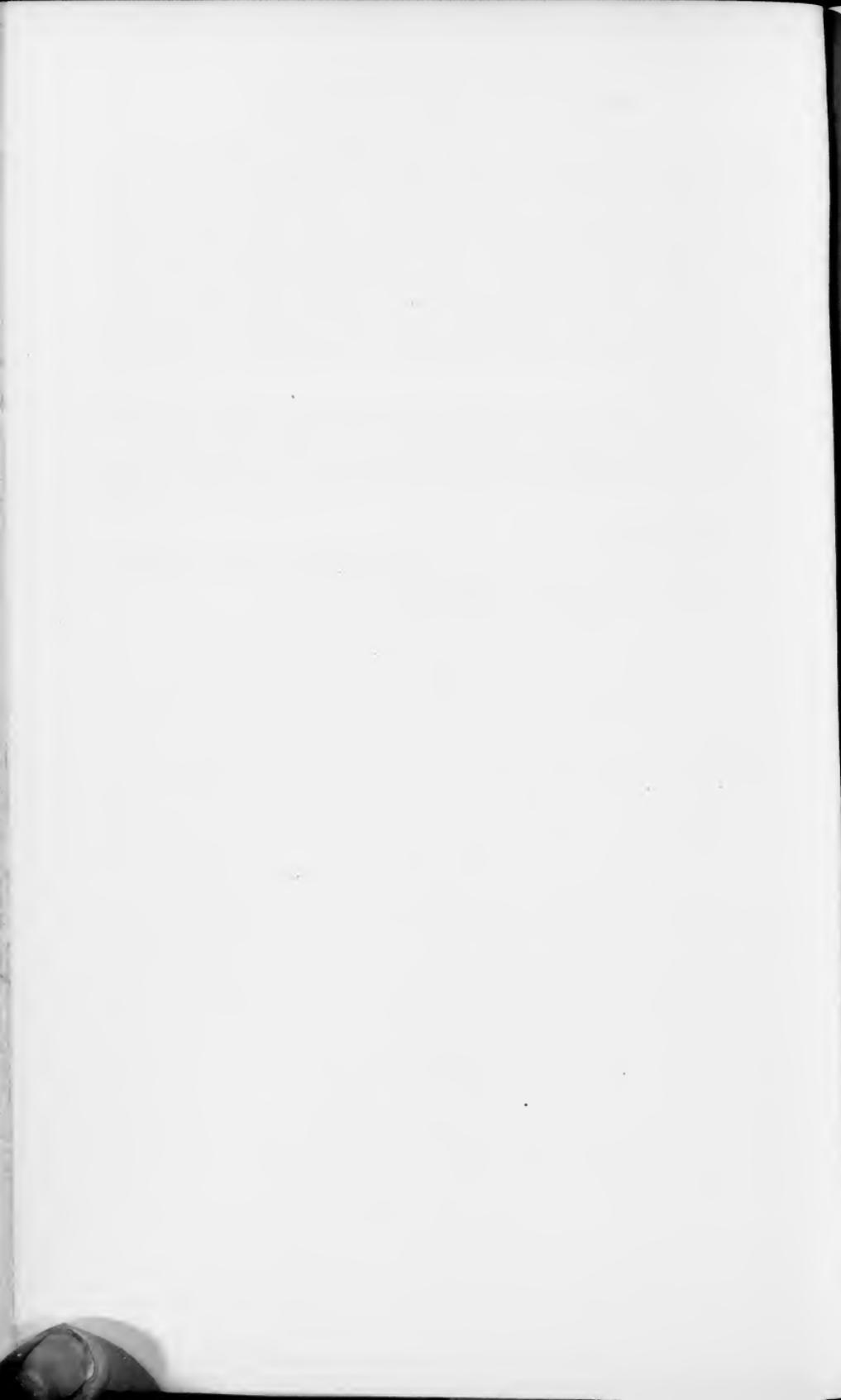
Appended hereto is an outline of the course of study in the elementary grades, together with the statistical report for the year.

With deepest appreciation of the friendly and helpful interest shown this department by the superintendent and other school officials, I am,

Respectfully,

MARGARET W. CATE, *Director.*

To the SUPERINTENDENT OF SCHOOLS.



REPORT OF THE CHIEF MEDICAL AND SANITARY INSPECTOR OF SCHOOLS.

JUNE 30, 1918.

SIR: I respectfully submit the following annual report of the work of the medical inspection of schools for the school year 1917-18.

CHANGES IN PERSONNEL.

Two additional nurses were allowed by the District appropriation act, and these positions were filled by the appointment of Miss Bertha G. Walker, white, and Miss Martella M. York, colored. Dr. Frank E. Duehring was given a temporary appointment as medical inspector of schools during the absence on military leave of Dr. J. D. Thomas, and Dr. Peter M. Murray, colored, was given a temporary appointment during the absence on military leave of Dr. Albert Ridgley.

WORK OF THE SCHOOL MEDICAL INSPECTORS.

A summary of the work done by the medical inspectors follows:

Work of school medical inspectors, 1917-18.

| | |
|---|------------|
| Number of visits to school buildings----- | 6,191 |
| Number of visits to homes of pupils----- | 365 |
| Number of visits to health office----- | 184 |
| Total ----- | 6,740 |
| Number of school rooms inspected: | |
| For sanitary conditions----- | 2,613 |
| For general observation of pupils----- | 4,492 |
| For the detection of contagion carriers----- | 1,169 |
| Total ----- | 8,274 |
| Number of pupils given individual attention: | |
| For detection of physical defect; none found----- | 3,205 |
| For detection of physical defects, treatment recommended----- | 6,493 |
| To determine whether vaccinated----- | |
| Successful ----- | 8,044 |
| Unsuccessful ----- | 2,145 |
| For transfer to special school----- | 169 |
| For admission to normal school (number of examinations)----- | 340 |
| For working permits----- | 4,036 |
| Admission recommended ----- | 3,542 |
| Exclusion recommended ----- | 3,655 |
| Intensive examination ----- | 1,247 |
| Cultures taken ----- | 4,551 |
| Vaccination ----- | 308 |
| Total ----- | 35,884 |

| Causes of exclusion: | | Causes of exclusion—Continued. | |
|------------------------|-------|--------------------------------|-------|
| Adenitis | 4 | Mumps | 37 |
| Bronchitis | 5 | Otitis media | 2 |
| Chancroids | 1 | Pediculosis | 424 |
| Chickenpox | 20 | Pharyngitis | 20 |
| Constipation | 1 | Pinkeye | 35 |
| Culture pending report | 4,478 | Refusing examination | 1 |
| Dermatitis | 8 | Ringworm | 48 |
| Defective vision | 1 | Rhinitis | 2 |
| Diphtheria | 214 | Scarlet fever | 52 |
| Eczema | 1 | Scabies | 43 |
| Epileptic idiocy | 1 | Specific urethritis | 3 |
| Exposure to contagion | 759 | Stomatitis | 1 |
| Fever | 3 | Tonsilitis | 21 |
| Furunculosis | 1 | Tuberculosis | 2 |
| German measles | 23 | Uncleanliness | 1 |
| Grip | 1 | Ulcer | 1 |
| Herpes | 5 | Whooping cough | 15 |
| Impetigo | 95 | Total | 6,355 |
| Measles | 26 | | |

INTENSIVE PHYSICAL EXAMINATIONS IN SELECTED SCHOOLS.

The intensive examination of pupils in selected schools in cases where the parents gave consent was continued during the present school year; but on account of lack of time it was not possible to start the work until toward the end of the year. A total of 1,247 pupils were examined with the following results:

Physical defects found in intensive physical examination of pupils, school year 1917-18.

| Defect. | Num- ber | Per- centage | Defect. | Num- ber | Per- centage |
|---------------------------|-------------|-----------------|--------------------|-------------|-----------------|
| Nutrition | 73 | 5.8 | Enlarged glands | 215 | 17.3 |
| Anemia | 44 | 3.5 | Pulmonary diseases | 12 | .9 |
| Vision | 251 | 20.1 | Cardiac disease | 33 | 2.6 |
| Crossed eyes | 11 | .8 | Skin and parasitic | 67 | 5.3 |
| Other diseases of eyes | 43 | 3.4 | Orthopedic | 97 | 7.7 |
| Hearing | 38 | 3.0 | Nervous | 18 | 1.4 |
| Discharging ear | 11 | .8 | Speech defect | 43 | 3.4 |
| Defective nasal breathing | 183 | 10.6 | Hernia | 3 | .2 |
| Chronic nasal catarrh | 43 | 3.4 | Other ailments | 17 | 1.3 |
| Enlarged tonsils | 305 | 24.4 | Total | 2,179 | 174.7 |
| Defective teeth | 672 | 53.8 | | | |

During the previous school year (1916-17) 601 pupils at the Blake, S. J. Bowen, Cranch, Hyde, Ludlow, Madison, Polk, Wallach, Wheatley and J. O. Wilson Schools were given an intensive physical examination. Three hundred and twenty-six, or 54.2 per cent, of these same pupils were reexamined in the intensive work this year, and the defects found were included in the table just given. In order to determine the results obtained by the follow-up work on these cases, a special study was made. The following table gives an analysis of the results obtained:

Analysis of results obtained by follow-up work of pupils given intensive examination, 1916-17.

| Names of defects. | Defects found, 1917. | Corrected. | Part corrected. | Not corrected. | New defects found, 1918. | Total remaining to be corrected. |
|--------------------------------|----------------------|------------|-----------------|----------------|--------------------------|----------------------------------|
| Nutrition..... | 32 | 11 | 4 | 17 | 24 | 41 |
| Anæmia..... | 25 | 6 | 2 | 17 | 16 | 33 |
| Vision..... | 90 | 57 | 2 | 31 | 28 | 59 |
| Crossed eyes..... | 5 | 4 | 1 | ..... | 3 | 3 |
| Other eye diseases..... | 16 | 9 | ..... | 7 | 9 | 16 |
| Hearing..... | 24 | 11 | 2 | 11 | 6 | 17 |
| Discharging ear..... | 3 | 1 | ..... | 2 | 1 | 3 |
| Defective nasal breathing..... | 56 | 26 | ..... | 30 | 27 | 57 |
| Chronic nasal catarrh..... | 27 | 19 | ..... | 8 | 7 | 15 |
| Enlarged tonsils..... | 81 | 35 | 4 | 42 | 29 | 71 |
| Defective teeth..... | 211 | 76 | 22 | 113 | 51 | 164 |
| Enlarged glands..... | 74 | 22 | 1 | 51 | 35 | 86 |
| Pulmonary disease..... | 3 | 2 | ..... | 1 | 3 | 4 |
| Cardiac disease..... | 16 | 6 | 3 | 7 | 2 | 9 |
| Skin and parasitic..... | 7 | 4 | ..... | 3 | 1 | 4 |
| Orthopedic..... | 27 | 10 | ..... | 17 | 26 | 43 |
| Nervous..... | 10 | 5 | ..... | 5 | 1 | 6 |
| Speech defect..... | 3 | 1 | ..... | 2 | ..... | 2 |
| Hernia..... | ..... | ..... | ..... | ..... | 1 | 1 |
| Other ailments..... | 24 | 12 | 2 | 10 | 13 | 23 |
| Total..... | 734 | 317 | 43 | 374 | 283 | 657 |
| Percentages..... | ..... | 43.1 | 5.8 | 50.9 | ..... | ..... |

A summary of the above table shows that of the 734 defects found in 1917, 317, or 43.1 per cent, were fully corrected; 43, or 5.8 per cent, were partially corrected; and 374, or 50.9 per cent, were not corrected. Two hundred and eighty-three additional defects were discovered on reexamination in 1918, making 657 defects still remaining to be corrected. All of these cases were followed up by the school nurses and advice and assistance rendered looking to the correction of the defects. The finding of 283 new defects this year demonstrates the advisability and necessity of yearly examinations. The results of the examination are most encouraging, since practically 50 per cent of all defects found were corrected. The great majority of these would not have been corrected if the pupils had not been examined by the school inspectors and followed up by the school nurses.

The defects found are prevalent throughout the entire school population in approximately the same or possibly higher percentages than those found in this year's intensive examination, and these defects should not be neglected. A sufficient force of medical inspectors and nurses are needed to insure the physical examination and following up of all pupils in the public schools yearly, and the systematic examination and following up of these cases should constitute their principal work.

Parental consent for the physical examination was asked and obtained in all of the cases examined, but over 50 per cent, and in some communities a very much higher percentage, of the parents asked refused consent. If parental consent is necessary in order to make a thorough examination of school pupils, legislation should be obtained granting authority for universal physical examination.

TEACHERS' CENSUS OF PHYSICAL DEFECTS.

At the close of school last year the teachers were asked to report all pupils believed to be suffering from physical defects. These reports were made so late in the year that it was impossible for the medical inspectors to examine the pupils so reported, and, although an effort was made to examine these cases this year, a large number could not be reached because of transfers to other schools or grades. Of the number examined, 3,318 were found to be suffering from 4,927 defects. These cases were reported to the school nurses for follow-up work, and an analysis of the findings will be found among the tables reporting the work of the school nurses. These cases increase the amount of work to be done by the school nurses enormously and were partially instrumental in so accumulating the cases to be followed up as to make it impracticable for the present corps of nurses to attempt to do more than a small part of the work.

RESULTS OF EXAMINATION OF MENTALLY RETARDED PUPILS.

One hundred and sixty-nine examinations were made by school medical inspectors of pupils to determine the advisability of transfer to special schools. Owing to incomplete data in some cases and to reexamination, 105 cases only have been analyzed to show the physical and mental findings. The following table is a summary of the analysis of these cases:

Analysis of examination of mentally retarded pupils, comparing percentages of physical defects among 105 retarded pupils with 8,105 other pupils examined for defects during the year 1917-18.

| | Retarded cases. | | Average pupils. | |
|---|-----------------|-----------|-----------------|-----------|
| | Number. | Per cent. | Number. | Per cent. |
| Number examined..... | 105 | | 8,105 | |
| Number having no mental defects..... | 26 | 24.7 | | |
| Number having no physical defects..... | 11 | 10.4 | | |
| Number of physical defects found..... | 255 | 242.8 | 12,230 | 150.8 |
| Number having mental defects..... | 79 | 75.3 | | |
| Arrested mental development..... | 1 | | | |
| Congenital world blindness..... | 7 | | | |
| Feeble-mindedness..... | 7 | | | |
| Mentally backward..... | 10 | | | |
| Expressed in years— | | | | |
| Years $\frac{1}{2}$ $\frac{3}{4}$ 1 $1\frac{1}{2}$ 2 3 4 $4\frac{1}{2}$ 5 6 | | | | |
| Cases 1 1 4 1 7 7 3 1 2 1 1..... | 29 | | | |
| Not expressed in years..... | 18 | | | |
| Mentally slow..... | 3 | | | |
| Mentally subnormal..... | 3 | | | |
| Undeveloped mind..... | 1 | | | |
| | 79 | | | |
| Recommendations: | | | | |
| Transfer to atypical schools..... | 54 | 51.4 | | |
| Transfer to coaching class or to class for backward pupils..... | 10 | 9.5 | | |
| Not transferred to atypical schools— | | | | |
| Disciplinary cases..... | 12 | 11.4 | | |
| Not classed as disciplinary..... | 28 | 26.6 | | |
| Exclusion as noneducable..... | 1 | .9 | | |
| Physical findings: | | | | |
| Nutrition..... | 17 | 16.1 | 516 | 6.3 |
| Anemia..... | 11 | 10.4 | 389 | 4.7 |
| Defective vision..... | 20 | 19.0 | 1,588 | 19.5 |

Analysis of examination of mentally retarded pupils—Continued.

| | Retarded cases. | | Average pupils. | |
|---------------------------------|-----------------|-----------|-----------------|-----------|
| | Number. | Per cent. | Number. | Per cent. |
| Physical findings—Continued. | | | | |
| Crossed eyes..... | 2 | 1.9 | 125 | 1.4 |
| Other diseases of the eyes..... | 1 | .9 | 255 | 3.1 |
| Hearing..... | 10 | 9.5 | 395 | 4.8 |
| Discharging ear..... | 1 | .9 | 57 | .7 |
| Defective nasal breathing..... | 28 | 26.6 | 1,512 | 11.6 |
| Chronic nasal catarrh..... | 14 | 13.3 | 197 | 2.4 |
| Enlarged tonsils..... | 19 | 18.0 | 1,860 | 22.9 |
| Defective teeth..... | 47 | 44.7 | 2,896 | 35.7 |
| Enlarged glands (goiter 3)..... | 8 | 7.5 | 329 | 4.0 |
| Pulmonary disease..... | 2 | 1.9 | 84 | 1.0 |
| Cardiac disease..... | 2 | 1.9 | 74 | .9 |
| Skin or parasitic..... | 2 | 1.9 | 680 | 8.3 |
| Orthopedic..... | 11 | 10.4 | 421 | 5.1 |
| Nervous..... | 14 | 13.3 | 44 | .5 |
| Chorea..... | 3 | | | |
| Epilepsy..... | 2 | | | |
| Muscular incoordination..... | 4 | | | |
| Nystagmus..... | 1 | | | |
| Rapid pulse..... | 1 | | | |
| Nervous..... | 3 | | | |
| Speech defects..... | 22 | 20.9 | 365 | 4.4 |
| Hernia..... | | | 13 | .1 |
| Other ailments..... | 24 | 22.8 | 430 | 5.3 |

(Dyspituitarism 1, enuresis 2, facial asymmetry 1, high arch palate 1, minor ailments 5, hydrocephalous 1, retarded development 7, uncleanness 6.)

While the number of retarded cases in the above table is too small to draw any hasty conclusions in regard to the exact ratio of physical defects existing among retarded pupils compared with relatively normal children, the comparison serves to emphasize the fact that the mentally retarded cases suffer from a very high percentage of physical defects. In some of these cases the retardation is increased by the physical handicaps, if not due entirely to them.

The school nurses were given special individual assignments to follow up all cases of mentally retarded pupils who were suffering from remediable physical defects. Many of these cases secured successful treatment as a result of these efforts, but many could not be completely followed up on account of the press of other cases.

An earnest effort was made this year to have all the medical inspectors qualify themselves for making mental tests in order that a better standard of judgment might be attained, and while progress has undoubtedly been made it has been as yet impossible to secure uniform results in diagnosis or judgment, since the diagnosis and study of the mental status of these pupils requires expert examination and specially trained examiners. It would certainly be advisable to have the services of a mental expert in order to do justice to the pupils examined.

In slightly retarded cases the medical inspectors hesitate to recommend that a child be transferred to a special school, because, if transferred, he would be associated with pupils of extremely low-grade mentality, some having marked stigmata of degeneration. As there is practically no other place in the District of Columbia where these

pupils in need of special training can be sent, it results in no action whatever being taken.

There is great need in the District of Columbia for an institution for the care of feeble-minded, idiots, imbeciles, and uneducable cases. The special schools, being thus relieved of the low-grade types, could then do a more constructive work and would not only be of great benefit to the pupils themselves who should be slightly or only moderately retarded, but would also relieve the school system by preventing the retardation of whole classes of normal pupils due to the presence therein of pupils who should be in special schools and who now receive undue attention from the teacher, to the detriment of their normal companions. In the absence of such an institution a centralized school providing special facilities for teaching retarded pupils, so graded as to segregate the various types of mental retardation and providing adequate transportation, would solve the school features of the problem, but would not wholly relieve the community.

FRANKLIN SCHOOL CLINIC.

Dr. H. C. Macatee was detailed to take permanent charge of the Franklin School clinic. This clinic was devoted almost entirely to the examination of applicants for child labor permits, and the vaccination of previously unsuccessful vaccination cases. The clinic was held daily from 2 to 4 p. m. During the year it was found necessary to extend the hours, starting at 1 p. m. and continuing until all cases were disposed of.

In addition to the examination of child labor cases the following work was done:

| | |
|---|-----|
| Number of vaccinations performed | 303 |
| Number of vaccination certificates issued | 16 |
| Number of miscellaneous interviews | 178 |
| Number of readmissions recommended | 23 |
| Number of physical examinations (special) | 4 |

PHYSICAL EXAMINATIONS FOR WORK PERMITS.

The proper handling of the children applying for work permits may be made to yield the most successful results of any work attempted by the medical inspection of schools, since the correction of all physical defects may be made prerequisite to the obtaining of work permits. This is being done at the present time, but is handicapped by lack of definite authorization and necessary provisions in the present law, and lack of a sufficient force to carry out the work. A thorough physical examination of each applicant should be made and no child suffering from any remediable physical defect

should be granted a permanent permit to work until all such physical defects are thoroughly corrected.

In order to carry out this plan an adequate clerical and law enforcement force is necessary, and should be available, especially during rush periods (May, June, and July) to do the work involved, including the following up of the cases and preventing violations of the law. Lack of clerical force prevents the checking up of the expiration of limited permits, and the following up of such cases to prevent continuation at work without having physical defects corrected. It also prevents proper recording of the places where the children are employed, and the checking up and supervision of such children in their work. Many children are now working without permits in violation of the law, because no adequate penalties are imposed for such violations, and insufficient inspection results in cases of this sort multiplying.

To correct these conditions legislation should be obtained providing (1) a sufficient clerical force to properly do the work, (2) providing for the issuance of temporary or limited permits for not to exceed 60 days pending the correction of physical defects, (3) limiting all other permits to not to exceed one year, renewal of the annual permit to be subject to findings determined by thorough physical examination, (4) providing for field inspection and supervision of child labor, (5) making the law cover all forms of child labor, (6) providing adequate penalties for violation of the law, (7) making adequate provision for the medical inspection of all cases irrespective of age, and (8) increasing the law enforcement force. Medical inspection of applicants ranging in age from 12 to 14 who come under the supervision of the juvenile court has been done without compensation or authorization by law by the school medical inspectors, and inspection of hundreds of applicants during the vacation period is also being done by the school medical inspectors without additional compensation, a duty which was not contemplated when the salary was fixed at its present amount.

The work has increased from 887 children examined during the school year 1916 and 1917 to 4,036 children examined during the school year 1917 and 1918, an increase of 455 per cent numerically distributed throughout the year as follows:

Numerical distribution of pupils examined for work permits, school year 1917-18

| Month. | Year. | For whom examined. | | Total. |
|----------------|-------|---------------------|-----------------|--------|
| | | Child-labor office. | Juvenile court. | |
| July..... | 1917 | 411 | 94 | 505 |
| August..... | 1917 | 103 | 49 | 157 |
| September..... | 1917 | 151 | 11 | 163 |
| October..... | 1917 | 136 | 27 | 163 |
| November..... | 1917 | 140 | 48 | 188 |
| December..... | 1917 | 139 | 43 | 182 |
| January..... | 1918 | 123 | 26 | 149 |
| February..... | 1918 | 201 | 31 | 232 |
| March..... | 1918 | 187 | 57 | 244 |
| April..... | 1918 | 247 | 46 | 293 |
| May..... | 1918 | 314 | 79 | 393 |
| June..... | 1918 | 934 | 434 | 1,368 |
| Total | | 3,091 | 945 | 4,036 |

Toward the end of the school year the clinic became so large that it was necessary to assign from four to six inspectors and from two to four nurses daily to assist in the work.

The following table is an analysis of the work of the clinic:

Results of examinations of children applying for work permits, school year 1917-18.

| | Number. | Percent- age. |
|--|--------------|------------------|
| For whom examined: | | |
| Number of cases examined for the child-labor office..... | 3,091 | 76.4 |
| Number of cases examined for juvenile court..... | 945 | 23.5 |
| Total..... | 4,036 | ----- |
| Race: | | |
| White..... | 3,485 | 86.3 |
| Colored..... | 551 | 13.7 |
| Recommendations: | | |
| Permanent permits..... | 1,584 | 39.2 |
| Temporary permits..... | 2,385 | 59.0 |
| Permits extended..... | 34 | .8 |
| Permits denied..... | 33 | .8 |
| Physical findings: | | |
| No defects..... | 1,079 | 26.7 |
| Nutrition..... | 50 | 1.2 |
| Anæmia..... | 23 | .6 |
| Vision..... | 675 | 16.7 |
| Crossed eyes..... | 12 | .2 |
| Other eye diseases..... | 26 | .6 |
| Hearing..... | 74 | 1.8 |
| Discharging ear..... | 21 | .5 |
| Defective nasal breathing..... | 84 | 2.0 |
| Chronic nasal catarrh..... | 31 | .7 |
| Enlarged tonsils..... | 749 | 18.3 |
| Defective teeth..... | 1,879 | 46.4 |
| Enlarged glands..... | 234 | 5.7 |
| Pulmonary disease..... | 14 | .3 |
| Cardiac disease..... | 99 | 2.4 |
| Skin or parasitic..... | 57 | 1.4 |
| Orthopedic..... | 32 | .7 |
| Nervous system..... | 33 | .8 |
| Speech defect..... | 15 | .3 |
| Hernia..... | 20 | .4 |
| Other ailments..... | 10 | .2 |

During the time school was in session the school nurses were assigned to follow up the cases granted temporary permits in order to assist in securing the correction of the physical defects found. This took much time from their routine school duties and served to emphasize the need for more nurses, but was productive of a much higher percentage of successful corrections than among the other regular school cases reported by the school medical inspectors.

Parental indifference to the correction of physical defects among their children is effectually dissipated when these corrections are necessary in order that the child may obtain a position and earn money, and the placing of a time limit on the permit serves to expedite the correction.

In the interest of efficiency and better service to the public, a number of changes should be made in the administration of the issuance of permits. The examination clinic and the child-labor office should be in the same building, the records and files so systematized that they may be used jointly by the medical-inspection service and the permit clerk so that duplication of records and unnecessary clerical work will be abolished. The confirmation of school records and birth records should be assumed by the child-labor office. An immense amount of time is lost by parents and children in going from one office to another, waiting long periods at each, frequently giving up the effort, and possibly violating the law by sending their children to work without the permit. Many of these parents can not afford the loss of pay incident to the present system.

A properly equipped, well lighted, and well ventilated examination room, and waiting room, is also a necessity if this work is to be properly carried out. During the greater part of the year the effort was made to examine children of both races in a very small combined office, waiting, and examination room, and the crowding which resulted rendered the room almost untenable, since the applicants were nearly always accompanied by one or more adults. If the work is to continue as a permanent feature of the school medical inspection the clinic should certainly be organized on a permanent basis and proper provision for the convenience of the public and the needed space and facilities for the examination provided.

INCREASE OF PAY FOR MEDICAL INSPECTORS.

In view of the increasing demands for medical men to serve with the Army, it is anticipated that it will be increasingly difficult to retain the full corps of medical inspectors. Increasing cost of living, increasing cost of transportation, and increasing demands on the time required, with no corresponding increase in pay, has brought about a condition which should be remedied in order to pay for the services rendered. Child conservation at this time is doubly important, and

all possible measures should be adopted looking toward the development of the youth of the country, and the eradication of all physical defects. In the interests of increasing the efficiency of the work, maintaining a competent personnel, and rendering a just compensation for the work to be required, I recommend that the salary of the inspectors be increased to \$1,000.

Transportation for the chief medical and sanitary inspector should also be provided. At the present time he is compelled to pay for all transportation incidental to his official work from personal funds and without compensation.

WORK OF DENTAL INSPECTORS.

A summary of the work done and the findings reported by the school dentists follows:

Work of school dentists, fiscal year 1917-18.

| | White. | Colored. | Total. |
|--|--------|----------|--------|
| Number of visits to school buildings..... | 121 | 166 | 287 |
| Number of pupils examined..... | 5,071 | 4,750 | 9,767 |
| Number of pupils with abscesses..... | 92 | 48 | 140 |
| Number of pupils with cavities..... | 3,533 | 4,187 | 7,720 |
| Number of pupils with missing permanent teeth..... | 262 | 284 | 546 |
| Number of abscesses found..... | 121 | 49 | 170 |
| Number of carious teeth..... | 10,894 | 24,179 | 34,983 |
| Number of cavities, temporary teeth..... | 3,552 | 4,365 | 7,917 |
| Number of cavities, permanent teeth..... | 6,395 | 14,741 | 21,136 |
| Number of carious teeth needing extraction..... | 1,957 | 5,073 | 7,073 |
| Number of permanent teeth missing..... | 310 | 284 | 594 |
| Number of recommendations: | | | |
| For cleaning teeth..... | 3,385 | 3,604 | 6,989 |
| For filling cavities..... | 9,847 | 19,106 | 28,953 |
| For regulating..... | 1,014 | 289 | 1,303 |
| For extraction..... | 1,957 | 5,073 | 7,030 |
| For treatment of pyorrhea..... | | 3 | 3 |
| For treatment of hypertrophied tonsils..... | | 306 | 306 |

In addition to actual dental inspection, recording the defects found, and sending to the parent of the pupil a report of the defects present, with a recommendation for their correction, the dental inspectors gave classroom and individual talks on oral hygiene and demonstrations of methods of cleaning and dental prophylaxis. In some schools these lectures were illustrated by stereoptican slides, in others plaster casts and models were used.

There is a marked contrast shown this year between the percentage of dental defects found among white and colored pupils. The white pupils are reported to have an average of 2.21 dental defects per pupil, while the colored pupils have an average of 5.16 per pupil. Inquiries develop the fact that the percentage of corrections secured among the colored pupils as a result of notices to parents is considerably less than that secured by notices to white parents. As dental work is expensive and is neglected by a large proportion of parents, and the dental infirmaries are able to give less and less serv-

ice to indigent pupils, it becomes increasingly evident that active steps should be taken looking toward the establishment of ample public-school clinics for the correction of all uncorrected dental defects found among school pupils. The condition of the teeth of the pupils applying for work permits in a large number of cases is most deplorable, and it is evident that the neglect will continue unless effective steps are taken to correct it. On account of the inadequate facilities for obtaining dental work it is becoming increasingly difficult for even those pupils whose work permits depend on their obtaining dental corrections to get the work done.

It is hoped that dentists may be obtained for the amount allowed in the present appropriation bill now under consideration by Congress. A larger sum for clinics and greatly increased salaries for dental operators should be included in the estimates for this year.

Work of school nurses, school year 1917-18.

| | |
|--|--------|
| Number of visits to schools | 3,331 |
| Number of visits to pupils' homes | 7,109 |
| Original visits | 3,739 |
| Follow-up visits | 3,370 |
| Number of pupils taken to clinic | 2,184 |
| Original | 1,065 |
| Follow up | 1,119 |
| Number of cases completed | 2,435 |
| Cured of defect (nurses' aid throughout) | 1,289 |
| Treatment instituted | 1,076 |
| Cooperation refused | 70 |
| Number of interviews | 22,618 |
| With teachers | 5,367 |
| With parents | 6,094 |
| With pupils | 11,157 |
| Number of visits to cooperative agencies | 490 |
| Number of new cases | 8,105 |

Eight thousand one hundred and five pupils suffering from 12,230 physical defects, an average of 1.5 defects per pupil, referred to the school nurses were obtained from four principal sources, (1) regular work resulting from teachers' reports requesting examination of pupils believed to be suffering from physical defects, (2) pupils examined for child-labor permits found to be suffering from defects, (3) pupils reported last year in the teachers' census of defects, and (4) the intensive examination of pupils at specially selected schools.

The table following is an analysis of all the cases referred to the school nurses during the year, showing the source of the work and the number and kind of defects reported.

Analysis of number of defects referred to school nurses, school year 1917-18.

| Name of defect. | Regular work. | Teacher's survey. | Intensive examination. | Total. |
|--------------------------------|---------------|-------------------|------------------------|--------|
| Nutrition..... | 137 | 306 | 73 | 516 |
| Anemia..... | 112 | 233 | 44 | 389 |
| Vision..... | 659 | 678 | 251 | 1,588 |
| Crossed eyes..... | 33 | 81 | 11 | 125 |
| Other eye diseases..... | 148 | 64 | 43 | 255 |
| Hearing..... | 106 | 251 | 38 | 395 |
| Discharging ear..... | 28 | 18 | 11 | 57 |
| Defective nasal breathing..... | 516 | 813 | 183 | 1,512 |
| Chronic nasal catarrh..... | 85 | 69 | 43 | 197 |
| Enlarged tonsils..... | 915 | 640 | 305 | 1,860 |
| Defective teeth..... | 1,251 | 973 | 672 | 2,896 |
| Enlarged glands..... | 89 | 25 | 215 | 329 |
| Pulmonary diseases..... | 59 | 13 | 12 | 84 |
| Cardiac diseases..... | 36 | 5 | 33 | 74 |
| Skin and parasitic..... | 564 | 49 | 67 | 680 |
| Orthopedic..... | 85 | 239 | 97 | 421 |
| Nervous..... | 16 | 10 | 18 | 44 |
| Speech defect..... | 72 | 250 | 43 | 365 |
| Hernia..... | 8 | 2 | 3 | 13 |
| Other ailments..... | 205 | 208 | 17 | 430 |
| Total..... | 5,124 | 4,927 | 2,179 | 12,230 |

The above 12,230 defects were found among 8,105 pupils, classified as follows:

Number of cases referred to school nurses, school year 1917-18.

| Name of defect. | Regular work. | Teacher's survey. | Intensive examination. | Total. |
|-----------------|---------------|-------------------|------------------------|--------|
| White..... | 2,784 | 2,740 | 969 | 6,493 |
| Colored..... | 756 | 578 | 278 | 1,612 |
| Total..... | 3,540 | 3,318 | 1,247 | 8,105 |

Of the above 12,230 defects, 3,151, or 25.8 per cent, were handled by the school nurses, leaving 9,079, or 73.2 per cent, defects still remaining to be taken up. In other words, the present corps of nurses were unable to handle approximately one-quarter of the cases referred to them, and there remains at the beginning of the summer months almost three times as much accumulated work as they have been able to follow up during the preceding 12 months. The need for additional nurses is most apparent.

A classified list of the defects handled and the results obtained is given in the following table:

Classified defects referred to and handled by school nurses, school year 1917-18.

| Defect. | Number defects referred. | Cured. | Improved. | Treatment instituted. | No treatment necessary. | Moved. | Co-operation refused. | Total defects handled. | Remaining. |
|-------------------------------------|--------------------------|--------|-----------|-----------------------|-------------------------|--------|-----------------------|------------------------|------------|
| Nutrition..... | 516 | 15 | 10 | 34 | 1 | | | 60 | 456 |
| Anemia..... | 389 | 12 | 16 | 31 | 3 | | | 63 | 326 |
| Vision..... | 1,588 | 203 | 14 | 93 | 17 | 4 | 4 | 335 | 1,253 |
| Crossed eyes..... | 125 | 6 | | 9 | | | 2 | 17 | 108 |
| Other eye diseases..... | 255 | 48 | 6 | 28 | 8 | | | 90 | 165 |
| Hearing..... | 395 | 7 | 7 | 36 | 5 | | | 55 | 340 |
| Discharging ear..... | 57 | 6 | 6 | 10 | 3 | | 1 | 26 | 31 |
| Defective nasal breathing..... | 1,512 | 142 | 13 | 100 | 7 | 4 | 9 | 275 | 1,237 |
| Chronic nasal catarrh..... | 197 | 5 | 13 | 35 | | | | 53 | 144 |
| Enlarged tonsils..... | 1,860 | 253 | | 173 | 20 | 1 | 13 | 450 | 1,410 |
| Defective teeth..... | 2,896 | 300 | | 377 | 3 | 8 | 24 | 712 | 2,184 |
| Enlarged glands..... | 329 | 6 | 2 | 31 | 2 | | | 41 | 288 |
| Pulmonary disease..... | 84 | 3 | 26 | 28 | 1 | | | 58 | 26 |
| Cardiac disease..... | 74 | | 2 | 14 | 2 | | | 18 | 56 |
| Skin or parasitic..... | 680 | 489 | 28 | 39 | | | | 556 | 124 |
| Orthopedic..... | 421 | 2 | 1 | 37 | 2 | 1 | 1 | 44 | 377 |
| Nervous system..... | 44 | 3 | 2 | 11 | | | | 16 | 28 |
| Speech defect..... | 365 | 1 | 2 | 9 | 1 | | | 13 | 353 |
| Hernia..... | 13 | 3 | | 5 | 1 | 1 | 1 | 11 | 2 |
| Other ailments..... | 430 | 8 | 19 | 228 | 2 | | 1 | 258 | 172 |
| Total..... | 12,230 | 1,502 | 167 | 1,328 | 78 | 19 | 57 | 3,151 | 9,079 |
| Percentage of defects handled..... | | 47.6 | 5.2 | 42.1 | 2.4 | .6 | 1.8 | | |
| Percentage of defects referred..... | | 12.2 | 1.3 | 10.8 | .6 | .15 | .4 | 25.7 | |

The success attained by the school nurses in securing corrections or the institution of proper treatment is most encouraging, since of the cases handled 47.6 per cent were cured, 5.2 per cent were improved, and in 42.1 per cent treatment was instituted. On the other hand, it is discouraging to realize that such a large percentage of the pupils actually examined and found in need of treatment could not be followed up. The accumulation of cases which can not possibly be handled is discouraging to the individual nurse, and after vainly trying to keep up she is compelled to let things go and simply keep on accumulating.

I renew my recommendation of last year that the number of school nurses be made at least equal to the number of medical inspectors.

TUBERCULOSIS SCHOOL.

Two tuberculosis schools were maintained throughout the year with continued success. The enrollment during the last three months of school was as follows: Hamilton School (white), 13; Harrison School (colored), 29.

The attendance in these schools has almost equaled the enrollment, which has gradually increased since the opening of school. Considerable time was spent by the school nurses, especially the colored nurses, in the following up of tuberculous pupils who were not yet enrolled, in order to get them placed in school. On account of long distances which the pupils had to travel, the fact that many of them were too young to be trusted alone on more or less crowded street cars, with the dangers incident to transfer and crossing streets, the poor physical condition of some, the varying condition of others,

and parental prejudice against the sending of their children a long distance to a school which they believed placed a stigma of physical ill health on the child, and in the opinion of some of the parents subjected their children to exposure to disease, rendered it not an easy task to secure consent and regular attendance. As a result of these efforts, however, all known tuberculous pupils under 16 years of age who were physically able to attend were finally enrolled in school and practically all continued in actual attendance.

The tuberculosis schools were conducted as open-air schools, with the following features: Morning and noon hot nourishment, afternoon rest period, weekly recording of weight, temperature and pulse, and special attention by the school medical inspector. Inasmuch as the school was still in the formative period, complete records for the year showing the physical improvement of the pupils is not obtainable, but it is proposed that such records will be furnished next year.

The testimony of both teachers and the medical inspector in charge shows that all pupils received marked benefit from their attendance and that the schools were doing a great amount of good.

There are undoubtedly a vastly greater number of pupils who are actually infected with tuberculosis who are not placed in these schools because they have never been positively diagnosed or, if diagnosed, have never been reported to the health office, as required by law. If the parents could be brought to realize the immense benefit to be obtained in incipient cases by attendance at these special schools and the cooperation of the medical profession could be secured in the early reporting of these cases and the recommending attendance at the tuberculosis schools, it would result in the saving of the lives of many who will be positively diagnosed and treated too late.

OPEN-AIR SCHOOLS.

Practically no progress has been made in the extension of the number of open-air schools for nontuberculous pupils. The Blake School (white, fifth grade) and the Stevens School (colored, ungraded) continued to run as open-air schools but were the only such schools in the city. As a result of efforts on the part of the medical inspectors and nurses, the attendance at the Stevens School more than doubled this year, and anemic and poorly nourished children were sent there from all parts of the city.

Ungraded open-air schools in each supervisor's district are urgently needed in order that all pupils who are below par physically may be sent to an open-air school at not too great distances from their homes. A special fund for transportation and nutrition should be included in the school estimates for next year, in order that such schools may be established and properly maintained.

JOSEPH A. MURPHY, M. D.,
Chief Medical and Sanitary Inspector.

REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

JUNE 30, 1918.

SIR: The year's work was undertaken with a deep appreciation of the grave responsibilities resting upon those of us who are specially charged with the duty of so training the bodies of our growing boys and girls as to lay a foundation for efficiency during the years of maturity.

Among the imperatives which face us as educators the physical development of the rising generation stands out as most important as a means of offsetting the inroads which will be made in the stamina of our Nation due to the present world conflict.

The public has awakened to an appreciation of the fact, so that special emphasis is being placed upon this department of education in all parts of the country. The legislatures of many States have passed bills making physical training compulsory in all their educational institutions.

The effort of the year has been to do intensive rather than extensive work; to drive home strongly the essentials, and to do the work of previous years even better than ever before.

MARCHING TACTICS.

It was decided to introduce to seventh and eighth grades certain features of military marching which would serve the purpose of physical training and which would be practical in the management of large classes. This was undertaken out of doors in the early fall and intended for out-door work only.

The Regular Army commands and instructions as found in the United States Army Regulations were followed, so that those desiring to become cadets in the high schools, or to train in military marching for any civic or patriotic occasion, will have a foundation which will make such drill easy of accomplishment.

The aim of the marching tactics is not to have military drill as such in the elementary schools, but rather to take advantage of military marching as one form of physical exercise in which the erect carriage and precision of movement appeals strongly to the pupils. Moreover, it is our desire whenever possible to make physical training practical in the light of our present-day needs.

Great interest was exhibited on the part of the teachers as well as the children. Pupils enjoyed the training in cooperation with their neighbors. Both boys and girls understood how such drill could link up with their civic life. Here we had an opportunity to definitely motivate the work, of which we are always glad to take advantage.

ATHLETIC BADGE TESTS.

We have continued to keep up the standards of efficiency worked out by physical educators as the minimum athletic requirements for grammar-grade pupils.

Each pupil knows the required standard and endeavors to come up to and even exceed the same. The inspiration is that of self-improvement or an ideal to be attained rather than that of merely beating a classmate.

The advantage of this work is that many boys and girls practice before school, at recess, and after school. Each one puts forth his best effort, practicing over a period of time even though he does not succeed in making the badge which means success in reaching the standard in all the three events of running, jumping, and chinning on the part of the boys; also walking the balance beam, throwing the basket ball a certain distance, and running on the part of the girls.

Three schools attaining a large number of successful athletes were as follows:

Jefferson School, Miss Pearson principal, 202; Wallach School, Miss Rawlings principal, 146; Ross School, Miss Bevard principal, 120.

I am pleased to name these schools, for upon the inspiration and hard work of the principal and her corps of teachers does the success of the work depend.

In the organization of this activity an opportunity is presented to socialize school work. The following suggestions were made and notices sent to all principals and grammar-grade teachers soon after the beginning of the second semester: "Practice should begin at once. Success in each school building depends greatly upon organization. A good plan is to have each class elect an athletic manager with an assistant for each event, these pupils to have charge of the daily practice. Final tests must be made by the teacher, who is to certify as to which pupils qualified in all three events."

Interest is vitalized by winning the athletic button or pin which is worn as an insignia of success in effort. In no more effective way can enthusiasm be aroused than by the badge, for now a purpose is added to the power of achievement. The presentation of these badges should always be a yearly event.

The report by school divisions is as follows:

| | Boys. | | Girls. | Total. |
|-----------------------|-------------|--------------|--------|--------|
| | First test. | Second test. | | |
| Second division..... | 195 | 115 | 140 | 450 |
| Third division..... | 222 | 151 | 206 | 579 |
| Fifth division..... | 213 | 119 | 225 | 557 |
| Sixth division..... | 128 | 68 | 71 | 267 |
| Seventh division..... | 189 | 94 | 157 | 440 |
| Eighth division..... | 121 | 71 | 169 | 361 |
| Ninth division..... | 92 | 45 | 71 | 208 |
| Total..... | 1,160 | 663 | 1,039 | 2,862 |

Our method has always been to stimulate interest rather than demand effort. Has not the time arrived when stronger, more forceful effort be insisted upon?

A great impetus to all phases of physical training work would be given and far-reaching results attained if much which has been voluntary were made compulsory, with special credit allowed toward promotion, and report made upon the pupil's home-report card.

OUTDOOR ACTIVITIES.

Much outdoor work was given and teachers encouraged to use the playground daily for these exercises whenever the weather permitted. The activities were as follows:

1. *Plays and games.*—These are adapted to all ages and sex.
2. *Marching tactics.*—All seventh and eighth grades received instruction in the same.
3. *Athletics.*—Most grounds have a horizontal bar and places specially worked off for running dashes and broad jumping.
4. *Regular daily gymnastics.*—Special parts of the playground best adapted to the purpose of mass drill were selected by the special teacher, and a lesson given showing the daily teacher a practical way of giving gymnastics out of doors.

SPECIAL SCHOOLS.

Nowhere in the school system is the value of physical training as a means of motor development more conspicuously shown than in those schools where physical deficiency is marked.

The athletic meet on the Morse School playgrounds has become an annual event, looked forward to and worked for by these children months before the time set.

Miss Greenwood, one of our regular teachers in the special schools, has been so strongly impressed with the value of the work from her own close personal experience that I quote her words:

Were I asked to say which branch of the curriculum I considered to be most beneficial to the pupils of the special schools, I should say, without hesitation,

physical training. By citing dozens of cases from among my own pupils, I think that I could convince the most skeptical that I do not exaggerate the importance of this branch.

I have seen many almost helpless children, through careful and patient training, acquire an astonishing degree of muscular control. When Blanche M. first came to my school her brother had to bring her each day in a little wagon, because she could not step up the curbs. Her walk on a level surface was most uncertain and ungainly. She had not sufficient coordination to obey such simple commands as "Close your hands," "Clasp your hands." Miss Oberly, who was at that time our teacher of physical training, gave me special exercises for Blanche and a few other pupils of her low type, which at first were extremely simple and involved only the large muscles. Little by little the exercises became more complicated. Progress at first was very, very slow, but when at the end of seven years Blanche left school she had gained sufficient muscular control to take part in folk dances, to write well, and to do fine sewing and crocheting.

Three years ago Mary H. could not go up or down the stairs without clinging with both hands to the railing. The effort was so great a strain on her nerves that she would tremble all over and would frequently fall. Now Mary is able to go up and down stairs in a normal way, her gait has improved, she can walk across the balance beam, and can throw and catch a bean bag. At first she could not be induced to play, but this spring she has gained enough confidence to play spontaneously in a healthy, normal way.

Among the children of a higher type the benefits derived from the physical training are just as marked. Eight years ago Lena F. was a miserable little mite of humanity, undersized, sallow, so nervous that she could not stay in her chair, and as defective mentally as she was physically. To-day she is a splendidly developed girl, with glowing eyes and rosy cheeks, and is making great strides in her school work. At the athletic meet this year the progress of Lena attracted much attention. She had more points to her credit than any other entry, winning first place in the boys' run, girls' run, high jump, and in the standing broad jump. Upon seeing the unusually beautiful form with which she ran and jumped, the judges remarked that it was difficult to believe that Lena had ever had any physical or mental defect. Her mother is apt to undervalue her own sensible care of her daughter as to diet and regular hours in her great appreciation and praise of the training which Lena has received at school.

Gilbert A., the boy who was our star in the meet of 1917, is another example of what may be done by persistent training. Gilbert has developed from a frail, undersized, awkward boy to an all-round athlete. At Miss Meyers' suggestion he joined the Y. M. C. A. gymnasium and has won a number of events. Before becoming interested in athletics, Gilbert was a cigarette fiend and loafed around the Avenue and the movies until late at night. In his eagerness to excel at the meet he yielded to Miss Meyers's advice to cut down on cigarettes, be careful of diet, and go to bed at 9 o'clock, and he has continued in these good habits.

In every single case along with the physical development has come a corresponding mental development, and I regret that I have not kept a more exact record that I might make a chart to show the close relation which I have noted.

There is another phase of the training which is vital, and that is the fine spirit which our splendid corps of physical teachers secure in their work, namely, the spirit of loyal teamwork and of fair play on the part of the children. I could write a volume on the instances among my pupils of the development of these ideals. There is no doubt in my mind but that athletic contests afford the best way to engender these ideals in boys and girls.

I was disappointed that some of the events of the meet this year had to be left out for lack of time and hope that the superintendent may see fit next year to allow us to begin earlier in the day, so that Miss Meyers may make the annual meet the big affair that it deserves to be as the goal and climax of a year's steady training.

SPECIAL TEACHERS.

Our teachers of physical training work as a team, each knowing what is being done by the other. By such close organization and unification of effort the work develops grade by grade, year by year, so that the results are cumulative.

These teachers have been alert to keep abreast of the best which is evolved in their special line of work. Through the generosity of the board of education the latest books on the subject have been bought for our technical library and closely studied.

All the regular grade teachers universally speak highly of the teaching power of the physical training instructors. They appreciate the definiteness of aim shown, the method of procedure without waste of time, and the power to hold interest during the lesson.

Respectfully,

REBECCA STONEROAD,
Director of Physical Training.

To the SUPERINTENDENT OF SCHOOLS.



REPORT OF THE DIRECTOR OF KINDERGARTENS.

JUNE 30, 1918.

SIR: The dominating of all work by war interests and war activities has made this a unique year and, in some respects, a difficult one. The presence of such unusual crowds in our city produced an atmosphere of unrest, while the resignation of teachers to go into Government war work threatened to become a serious handicap.

Early in the year all of the kindergarten graduates from our own normal school were appointed and others who had formerly been in the department were reinstated to fill the vacancies. For the first time in eight years it became necessary in November to hold an examination for outside applicants. Two, out of the four who passed the examination, were appointed, the other two refusing for better paid Government positions. The situation was greatly relieved in the early spring when the board of education decided that members of the class of 1918 would be eligible for appointment after April 15. Four members of the kindergarten group were appointed almost immediately.

The two new kindergartens opened this year were both located in the third division—one in the Powell School and the other in the Petworth School. Although each of these buildings had one kindergarten already, the enrollment was so large that it became necessary to place an afternoon kindergarten in each school in order to provide for the children. While this was an unfortunate arrangement, it was the best we could make under existing conditions.

In common with all the other departments of the school system, our war activities have formed an important part of our work this year. Never has so strong an appeal been made as that presented to the children through membership in the Junior Red Cross, and never have the virtues of thrift, of self-sacrifice, and of generous giving been so strongly built into character as this year. Aside from its main purpose of enlisting the interest of the children and giving them a share in this great world work, the Junior Red Cross has done much in drawing each grade and each building together, uniting them all in work for a common purpose. In one building where the older girls made dresses for the French and Belgian refugees, the kindergarten children cut out and dressed little paper dolls to put in the pockets of the dresses, and in another building the older children

threaded needles for the kindergarten children to use in making candy bags.

Many of our little children learned to knit squares for afghans; in the E. B. Brown School one little girl made an entire afghan of 70 squares and another knitted an entire sweater. While these are notable exceptions, nearly all the children snipped the filling for comfort pillows, and all shared in the making of the gold and silver paper chains, the icicles, and the bells which decorated the Christmas trees in the soldiers' training camps. This work was eagerly and proudly attempted and very carefully done, and a letter from the Red Cross testified to the soldiers' pleasure in the children's gift.

In many kindergartens a little bank with a Red Cross on it held the children's pennies, which in many instances meant real self-denial. To earn money for Junior Red Cross membership and for the Red Cross "drives," simple entertainments, consisting of songs, rhythms, and games, were given in various kindergartens, the other grades in the building attending as audience, each child paying 5 cents admission. Many other ways for earning Red Cross money were devised by the children, such as running errands, washing dishes, selling flowers, peanuts, Christmas cards, old magazines, newspapers, tin foil, old iron, and old silver. One little girl, of her own free will, brought all of her birthday money, \$4.50, as a gift for the Red Cross.

The crowning feature of our war work were the two song festivals, given by the children for the benefit of the children of France and Belgium. These festivals were held at the Central High School, one half of the department singing in the first concert, May 11, and the other half in the second concert on Saturday, June 8. The net proceeds of these two concerts was \$476, which will be given to the kindergarten unit, which is now on its way to France under the auspices of the children's bureau of the American Red Cross in France and the International Kindergarten Union. The teachers who go in this unit will try to restore the tragic childhood of France to some measure of its natural, happy birthright.

Although the money value of the war work done by the kindergarten department has been included in the returns made by the different divisions, it may be interesting to note that the total sum given by the youngest children in our schools is \$16,379.29, divided as follows: Thrift stamps, \$3,178.68; war savings stamps, \$3,165.31; Red Cross, \$535.30; liberty bonds, \$9,500.

Another significant and interesting feature of our work this year has been the experiment made in four of our kindergartens of having no organized table work previously planned by the teacher. The children in each of these four kindergartens were left free to select their own materials, to initiate their own projects, and to form spon-

taneous groups, as interest in the same materials, objects, or activities drew them together, or as a common idea or purpose led to cooperative work. The four kindergartens selected represented very different home training and environment, and a record of the responses of the children and the results of their work was carefully kept. We used all the usual Froebelian materials, adding a half set of large floor blocks in each kindergarten and retaining all the other kindergarten instrumentalities—songs, games, rhythms, nature work, excursions, pictures, etc.

The teachers in each of the four schools entered into the experiment with an open-minded, sympathetic attitude and cooperated with insight and intelligence, for each had years of experience and excellent training as a background. These experimental kindergartens were open every other month in the afternoon for the observation of the other teachers in the department. I divided the number of teachers into four groups and assigned one group to each kindergarten, so that by continuous observation in the same school they could note progress in the children's work. At the close of each month of observation a conference was held in which all took part, written and oral questions were asked and answered, criticisms offered, and general discussion of this "problem-project method" encouraged. In order that both the observation and the discussion might be based upon principles, a study class in foundations of method was held for all teachers in the department from October to April.

At the close of the school year I asked the principal in each of the experimental kindergartens to give me a report of what, in her judgment, seemed to be the particular advantages and disadvantages of the method we were trying, feeling that those who had used the method day after day for a whole year would have something valuable to contribute out of their practical, first-hand experience. The reports were excellent and showed careful study of individual children and of this method in relation to their development. All agree that the advantages which accrue to the child as the result of increased opportunity for initiative far outweigh the disadvantages. The following is a short résumé of advantages noted in all the reports:

The "project method" meets the need of the individual child, no child is pushed ahead or retarded by the group, for each may learn at his own learning point; it gives greater chance for the development of natural aptitudes and desires, hence more genuine interest is apparent; no external or artificial motivation is required; it develops greater concentration, "as children faced problems of their own making concentration and stability of purpose developed, and as interest and pleasure grew keener they could remain for much longer periods at their chosen occupation"; it develops greater ability to think and act independently, greater resourcefulness, more real power. All

agree that the possible dangers and drawbacks, such as capriciousness, careless work, one-sided development, waste of time, etc., can be guarded against and overcome by the watchful, intelligent, and sympathetic teacher.

This experiment was made in an earnest effort to discover a better balance between initiative and organization, for I think the question turns on the kind and degree of organization, rather than on its use or disuse. In our experiment, although the child initiated his own projects and selected the means for carrying them forward, this did not mean "hands off; let the children go." It meant guiding without overpowering; it meant presenting a rich variety of stimuli without insisting upon certain uniform responses; it meant a clear, conscious holding of values and standards without imposing them before the child mind was ready for the next step. Organization and suggestion were both there, but of the type which supplemented the free periods by helping the children to do better the things they were trying to do, by extending their knowledge of things already in their experience and by giving new experiences to stimulate and enrich their original work.

In submitting the report of this experiment, it is a gratification to feel that the consent and the sympathetic cooperation of the superintendent make such forward steps possible, for it is only thus that the teaching corps can feel free to put forth their best energies and give of their best thought to our school system.

Very respectfully,

CATHARINE R. WATKINS,
Director of Kindergartens.

SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF PENMANSHIP.

JUNE 30, 1918.

SIR: I have the honor to submit the following report for the year ending June 30, 1918:

The progress made during the past year in penmanship has been marked. This has been due primarily to four distinct factors: (1) Unit of effort, resulting in a more general and thorough knowledge of the Clark system; (2) enthusiasm on the part of teachers and pupils, resulting in added purpose and power being given to the work; (3) vitalized interest, resulting in economy of effort and greater productiveness; (4) a year's experience, resulting in better organization of the work.

The system was extended this year through the seventh grade, for which book 4 was furnished.

The work was inaugurated by a series of meetings for teachers of grades one to seven, inclusive. At these meetings it was shown that writing is not an instinctive but an acquired act, dependent upon training and practice. That the teaching and learning of the subject involves four distinct phases: (1) The mental or perception phase of the first and second grades; (2) the physical or manual phase of the third and fourth grades; (3) the technical or art phase of the fifth and sixth grades; (4) the habitual or individual phase of the seventh and eighth grades. That the teaching of the different phases must be subject to the child's age, limitations, capacities, and needs.

Emphasis was placed on correct position, involving the health of the child; on correct movement, involving ease of execution; on correct form, involving neatness and legibility.

This department was particularly handicapped during the latter half of the school year by the resignation of so many of the primary teachers, who left the service to accept more remunerative positions with the Government. Many of these were teachers of first and second grades, who in the normal school had been trained to carry on the new system of writing and on whom this department, having no other assistance, was peculiarly dependent.

These vacancies were filled by teachers to whom the Clark system was entirely new. This necessitated the establishment after school hours of a penmanship class for teachers. This was done in each division. In these classes training in blackboard and paper writing was given, followed by a discussion of methods and devices for grade work.

No comment is necessary on the fine teaching spirit of those returning to the profession than to say that, although the attendance at this class was voluntary, over 200 teachers enrolled for the work.

It has now become necessary in order not to deprive the child of the power he has won to regrade the copy books. This will mean the pushing down of all books and the placing of suitable books in grades seven and eight.

A change has been made in the size of the first-grade paper, and in the size and spacing of that used in the second grade. Pens were replaced with pencils in the 3A grade, the writing with ink begun in the 3B grade. These changes, slight in themselves, have been productive of most beneficial results.

It is planned next term to furnish each grade with model alphabet cards, which will be made by the Smallwood Vocational School. Grades five to eight will also be furnished with measuring scales.

In several schools intensive work was tried as an experiment. Lessons were given every two weeks by the director. The supervising principals sent visiting teachers to observe these lessons. This experiment proved so worth while that it is planned to do such intensive work in each division the coming year.

The work in the normal school has shown marked growth both in the theory and practice of writing. The junior course consisted of training in practical blackboard and paper writing. Toward the close of the term many of these students gave lessons in the grades. The senior course consisted, in addition to the practical and practice work, of a course in the psychology, pedagogy, and physiology of writing.

We were fortunate in having Mr. Clark with us twice this year. He gave lessons in all grades and a talk to the normal students. He expressed himself as being more than pleased with the progress we are making.

From reports received from various Government officials it seems that good writing is in greater demand than ever. This department has a feeling that, owing to the splendid system now in use and to the fine spirit of cooperation of the teachers, we are on the road to just such writing.

In closing I wish to thank you for your helpful, constructive criticism of reports sent to you during the year of the work accomplished and for the interest you have shown in this department. I wish also to thank the teachers, the supervising principals, and other school officials for their cooperation and their furtherance of the cause of "better writing."

Respectfully,

M. F. MARSDEN,
Director of Penmanship.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF SCHOOL GARDENS.

SIR: In accordance with your request I hereby submit the annual school garden report for 1917-18.

The summer corps of six teachers paid under the school garden appropriation begun class work July 1 and continued until September 1. There were 12 vacant-lot gardens under cultivation providing individual plots for approximately 375 children. In addition to meeting these children in classes the teachers visited the home gardens, advising and sometimes assisting in the actual planting of the gardens. Crops easily raised by adults are not so easily cultivated by children. Chard, beans, tomatoes, onions, carrots with radishes as a companion crop have so far proved the best for them. Of these crops large quantities were raised and much canned for the winter. Especial mention should be made of the boys of the Ludlow garden, who, through the cooperation of the garden teachers and one of the domestic science teachers, canned many quarts of beans.

Three teachers were continued throughout the year as nature study teachers in the sixth, seventh, and eighth grades. The lessons given by them were centered around the garden. Some of the definite subjects taught were the parts of a flower in relation to seed production; the life history of the cabbage worm and parsley worm; the value of birds in a garden as seed and insect destroyers, with the identification of 15 to 20 birds; the fall preparation of the garden; the underlying rock of the District with the resulting soils; water in its soil relations.

The course for the senior students of the normal school was so planned that they, too, gave similar lessons in the higher grades of buildings near the normal. By the combined effort of the teachers and the normal seniors 85 schools had the weekly benefit of a nature-study lesson.

The demand for food production this spring has greatly increased the gardens, and so caused temporary enlargement of the corps to seven teachers. If it is possible to continue this number during the next year, all of the pupils of the sixth, seventh, and eighth grades could receive this most valuable training in nature study.

The inadequate appropriation for the purchase of tools, labor, seeds, and fertilizers form the only hindrance we have had. The

enthusiasm of children and teachers was such that had money been available the work could easily have doubled. All prices advanced from 33½ to 100 per cent. The school fund was practically exhausted before the spring work began, so all the money for the spring work has been raised through the efforts of the teachers and pupils.

The people's garden association, of which Mr. David B. Fairchild is president, still continues its generous aid. The Normal School greenhouse was completed in December and has been a source of revenue for the gardens by the sale of hyacinths at Easter and plants for the gardens in the spring.

There has been much difficulty securing teachers for the coming summer term. This is due not only to the opportunities for larger pay teachers have in Government work, but to the difficulty in securing their pay last summer. The salary of one teacher came under the ruling in regard to teachers receiving a combined income of over \$2,000. This unfortunately prevented the approval of the pay roll, and the entire force, including the colored laborer, was not paid until the middle of September. This has resulted in this corps of experienced teachers finding work elsewhere and the employment of teachers of less experience at higher salaries.

The home-garden movement has been well organized. A teacher from every building was detailed as the garden representative of that building. Three meetings were held at the normal school with these representatives in which elementary instruction in soil preparation, garden planting, and planning was given. These teachers in turn instructed children of the grades above the fourth. Fifty-seven per cent of these children have gardens which they cultivate alone or are assisting their parents. Eighteen thousand two hundred and fifty-seven home gardens are recorded in the June report of these representatives. The seed sale for home gardens has been the largest since the work began.

I sincerely appreciate the cooperation of the teachers who gave their time so freely to act as garden representatives of their respective buildings. That they made a determined effort to increase the number of home gardens is shown by the fact that there are 1,664 more gardens reported in June than in April.

We have worked in cooperation with the United States Bureau of Education, the United States Department of Agriculture, and the garden committee of the District of Columbia. They have sent us much literature and we have in turn given the first two mentioned every opportunity to photograph the children at work and allowed the garden committee the full use of our records.

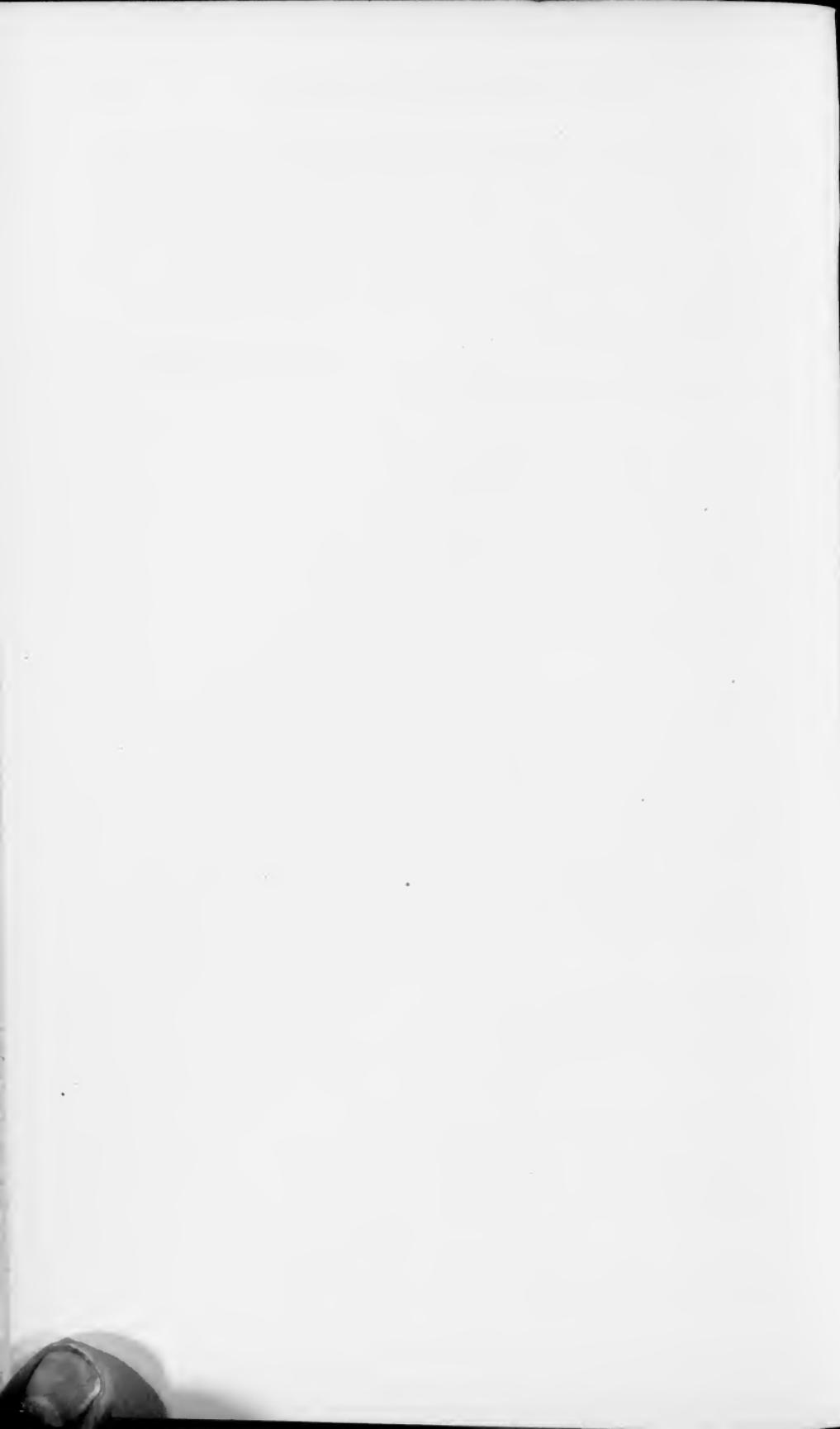
I desire to again express the necessity of having the 10 months of work required of the garden teachers so placed in the fiscal year

that they will teach in summer, the growing season, and take their vacation in winter. While their winter months are fully employed now in nature study, the present arrangement requires a complete reorganization at the close of the school and causes one period from the close of school to July 1 and another from September 1 to the opening of school when there is no one in charge of the work.

Thanking you very much for your interest in this special work,
Respectfully submitted.

SUSAN SIPE ALBURTIS.

To the SUPERINTENDENT OF SCHOOLS.



REPORT OF THE GENERAL SECRETARY OF COMMUNITY CENTERS.

JUNE 30, 1918.

SIR: On April 6, 1917, Congress passed the resolution declaring the existence of a state of war between the United States and the Imperial German Government and pledged all the resources of the country to bring the conflict to a successful termination.

That declaration, made three months before this department was established, gave to the work before it a character of urgency immensely more serious than had generally been contemplated in the argument and effort which, through the recent years of leisurely peace, had led up to its establishment. For the potential usefulness of the system of public-school buildings began almost immediately to be recognized as one of the Nation's great resources, a crucial instrumentality of America's unification, whose complete devotion to the stern cause of the world's emancipation was and is included in that consecrating pledge.

No longer might the community-center program be considered a matter of providing opportunity merely for the exercise of a civic right (important though that function is) or for culture for its own sake or mere entertainment, an opportunity to be taken advantage of or not according to desire. This system of community buildings, with all its undeveloped possibility of manifold usefulness, began to be seen as the necessary equipment of citizen mobilization for the effective discharge of all-uniting and imperative duty; as the potential forum for orderly conference to develop "the clear courage of understanding" in the face of the most difficult and complex problems that have ever confronted any people; as the ready machinery for the more efficient organization of conserving and productive work, the channel for direct contribution of the energy of every citizen to the volume of the Nation's effective power; as the appropriate medium of realized and strengthened consciousness of our all-subordinating common membership in America.

In addition to this war-brought demand for the completed use of the public-school equipment as the instrumentality of patriotic counsel, efficient action, and unifying sentiment, which thus suddenly came to the citizens in the District of Columbia as to all the rest of the Nation's membership, there quickly appeared here another and special requirement involving the increased service of these com-

munity buildings. As residents of a city in close proximity to one of the great training camps, established to assemble and prepare the Nation's selected youth for military service, there was presented the need for the use of these buildings in providing well-chaperoned recreation facilities for these young men in order that their leisure contacts and activities during leave from camp routine might be wholesome, inspiring, and strengthening of morale.

And added to the basic call for the organized war-service use of the public-school houses which came to the citizens here as to the citizenship everywhere throughout the Nation, and the special requirement for their use to answer the soldier-recreation need presented here as in other cities and towns adjacent to National Army training camps, there soon appeared a third demand, involving the larger use of the public-school equipment—a demand peculiar to the District of Columbia as the Nation's center of administration. This was the challenge to provide for the associational needs of the thousands of men and women brought from their homes in all parts of the country to enter the emergency war service of the Nation as employees in the various executive departments.

In the face of this threefold demand all question as to whether the public-school buildings should be made available for larger community use disappeared. The question became solely one of method; not whether, but how. The answering of each of these several wartime needs, which focus into the demand that the potential community service of these buildings be developed, has during the year been made the object of endeavor of a special organization. The State cooperation section of the Council of National Defense has devoted attention to the fundamental problem of citizen mobilization. The Playground Association of America, under the name "War Camp Community Service," assumed for the period of its special cooperation with the Government's Commission on Training Camp Activities, has attempted to help in meeting the outside-of-camp soldier-recreation problem. The housing and health division of the War Department has dealt with the problem of providing for the social needs of the civilian war workers. Coming to see that the public-school equipment affords the one system of community buildings, through the completed use of which the special need to which its attention is devoted may adequately be answered, each of these organizations has taken steps to forward this extension. Their differing modes of procedure in this vital matter have helped to make plain the importance of the fact that we have a single, definite, and effective plan for this development.

Here, as elsewhere throughout the country, the first specific approaches toward developing the citizens' war-service use of the public-school buildings took the form of requests from particular depart-

ments or private organizations, not that proper community-center development be hastened so as adequately to meet the various demands, but that these departments or private organizations be permitted to assume charge of one or more of the buildings for the calling of meetings or the carrying on of activities under their respective departmental or private auspices. Following the requisitioning of the school buildings in all parts of the District for the draft registration on June 5, there came the request from the central garden committee to have the Thomson Building opened under its auspices for canning and other food-conservation activities, then the applications from the board of trade and the chamber of commerce for permission to hold patriotic meetings under their control in the auditorium of the Central High School, then the requests for the use of various buildings under the auspices of Red Cross units, sections of the Home Guard, or other special groups. Before half the year had passed, however, the inefficiency of this fragmentary method of having the community buildings used under the diverse auspices of a multiplicity of special departments and private organizations had begun to be perceived. And the State cooperation section of the Council of National Defense initiated an effort whose motive was to find a remedy for this disunity. The need was described by President Wilson, in a letter dated March 13, as "a fusion of energies now too much scattered and at times somewhat confused into one harmonious and effective power." In this letter the President also suggested the principle upon which genuine and effective unification in the larger use of the schoolhouse is to be accomplished—"the realization of the great truth that it is each one of us as an individual citizen upon whom rests the ultimate responsibility."

The aim in the proposal of the Council of Defense was unification, a singleness of control, in order that there might be efficient system in the use of the schoolhouses for citizens assembling to consider problems related to the war, for Liberty loan, food conservation, Red Cross, and other war-service activities in which citizens here, as throughout the whole Nation, are imperatively being called upon to participate.

The completed realization of the plan now in operation in the District of Columbia means the perfecting of the medium by which the public, the whole body of the adult citizenship in community association assembled, may give consideration—a more inclusive consideration than could otherwise be secured—to the particular matters which such departments or associations are striving to bring to public attention, and that under the auspices of this general community association there is the possibility of the formation of special groups or classes for the carrying on of special studies or activities of every proper sort.

The central fact of the past year's experience is its demonstration that this plan, whose inauguration in the election by the citizens of Park View of Mr. John G. McGrath to serve as their community secretary, described in the last annual report, has been proved in practice to be in every way satisfactory, so that the wisdom of the Board of Education in approving this democratic method of community-center development has been thoroughly justified.

In accordance with this plan there are now 16 public schools in use as community centers—9 by white persons, 7 by colored—each of them the headquarters of a properly constituted community association of the adult citizenship of its local community, each of them served by a community secretary chosen by the adult citizenship of the local community and responsible under it for a proper coordination of all subordinate group activities that may be carried on in the building and appointed by the Board of Education and accountable to it for seeing that its regulations designed to insure the proper care of this public property are duly observed. The number of evenings during which these several buildings are open for community use and the average weekly attendance are as follows:

| | Evenings. | Weekly attendance. |
|------------------------------|-----------|--------------------|
| White centers: | | |
| Thomson School..... | 5 | 2,500 |
| Wilson Normal School..... | 5 | 1,200 |
| Eastern High School..... | 5 | 760 |
| Park View School..... | 4 | 550 |
| E. V. Brown School..... | 4 | 475 |
| Tyler School..... | 3 | 300 |
| Grover Cleveland School..... | 3 | 850 |
| Powell School..... | 1 | 350 |
| Toner School..... | 1 | 300 |
| Colored centers: | | |
| Dunbar High School..... | 4 | 700 |
| Birney School..... | 4 | 600 |
| Miner Normal School..... | 4 | 565 |
| Garnet School..... | 2 | 150 |
| Randall School..... | 1 | 350 |
| Phillips School..... | 1 | 250 |
| Lovejoy School..... | 1 | 250 |

This means that 10,250 persons (7,285 white and 2,965 colored) are participating each week in the war-service use of these public-school buildings, for the activities that have been carried on in all of the centers have been chiefly of this high and serious character. They have included meetings intended to develop understanding concerning the supreme significance of the world struggle and to disseminate information as to practical ways in which citizens may contribute to the Nation's effective strength; rallies intended to promote recruiting; meetings in connection with registration for military service; participation in Liberty bond and war-saving stamp selling campaigns; collection of money and contribution of work in aid of the Red Cross; provision of wholesome recreation opportuni-

ties especially for young men in training for military service; expressions of community hospitality to the civilian war workers; organization of war-garden and other food-conservation activities; and beginnings, in cooperation with the food administration, of community marketing. In addition to these distinctly war-service activities there have been organized and conducted in several centers study groups for work in stenography, typewriting, English, French, Spanish, cooking, sewing, knitting, business arithmetic, bookkeeping, and decimal filing. There have also been beginnings of musical and dramatic activity in a number of centers, the proceeds from entertainments given usually being devoted to the Red Cross or some other war-service purpose.

During the year steps have been taken toward the perfecting of a league of community associations "to provide opportunity for conference upon community problems which may arise within the several community centers, and to afford an agency for concerted action of the organized communities throughout the District." It is expected that this league will have a representative conference of delegates which will act as an advisory council to the general secretary of community centers; the latter serving *ex officio* as its executive. Another expression of the tendency toward united action of the whole membership of all of the organized communities taken together has been the formation of a general community band of 35 players coming together from the various communities. It is the plan of this organization to supplement the musical provision that is made through local action at each of the centers by playing at any center where its service is needed.

But the two special community-center expressions, which in their diversity of character most strikingly illustrate the all-embracing range of interests that focus into and proceed from the community center, and which in their profound significance manifest the vital importance of this movement, are the locating of the Park View post office within the Park View Schoolhouse, its administration being included within the responsibility of the community secretary, and the preparation under the auspices of this department for the pageant of Democracy Triumphant. Neither of these events has come to its fulfillment within this year. The post office will open on the 1st of July and the pageant will be given on the Fourth. But the foundational construction of which one will be the completed building, and the work of organization and arrangement of which the other will be the culmination, are within this year's record.

The post-office adjustment—the first of its kind to be accomplished anywhere in the United States—appears at first glance to be merely a matter of economy and convenience whose virtue is in its prac-

tical service character. But the fact is that it was the effort effectively to develop the possibilities of the public schoolhouse as the community's center of cooperation in national service activities, and the discovery that the post office is the medium upon which the national administration is chiefly depending for the organized war-service cooperation of the citizens, which led the people of Park View to see the logic of this combination. There was in the motive that lay behind this movement the thought of convenience to the people as private individuals, but the dominant thought was of their more direct and effective national service as citizens that would be made possible if the schoolhouse were at once the center of local community expression and of direct, official communication with the National Government. The fact that Mr. McGrath, whom the citizens of Park View have reelected to serve as community secretary, is to have charge of the inauguration of this logical extension of the community use of the public schoolhouse, guarantees its wise and trustworthy administration.

Beneath the intellectual value of the community forum (and it should be noted that the plan of all-inclusive and responsible organization of the citizenship, upon which community-center development is proceeding in the District of Columbia, brings into play the neighborhood restraint of common sense and community self-control in discussion, eliminating all need of externally imposed restrictions), and the practical value of the use of the public schoolhouse for the organization of activity, is that fundamental value of which, speaking of the community use of the public-school building, the President has said: "What really controls our action is feeling. If you can once see that a working majority is obtained for the handsome passions, for the feelings that draw us together rather than for the feelings that separate us, then you have laid the foundation of a community and of free Government; and, therefore, if you do nothing else in the community center than draw men together so that they will have common feeling, you will have set forward the cause of civilization and the cause of human freedom."

The Pageant of Democracy Triumphant, to be given on this Fourth of July when all the free men in the world will pledge life, liberty, and sacred honor to the defense of the principles of America's Great Declaration, will be an expression, a very wonderful proof, of this deepest and most important fact of all, which in a hundred lesser ways the experience of this year has shown, that in the completed use of the common schoolhouse as the community center we have the way to that Americanization, not only of the newcomers but of us all; which is citizen capacity, but is more than that; which is the power to cooperate, but is more than that; which is—the union of hearts.

In the face of the world challenge, now that we know how to proceed, can we afford to delay—for lack of necessary funds—the completed development of America's resource of unity?

May I add a personal word of grateful acknowledgment of your broad-visioned and unfailing cooperation, which has been reflected in the attitude of the principal, the teachers, and—by no means least practically important—the janitor force at each of the schoolhouses opened for community use, and to which is so largely due the freedom of this record from any instance of disharmony between the instructional use of these community buildings and their beginning full-time service.

CECIL B. NORTON,
General Secretary, Community Centers.

To the SUPERINTENDENT OF SCHOOL.



REPORT OF PRINCIPAL OF WILSON NORMAL SCHOOL.

JUNE 30, 1918.

SIR: I have the honor to submit the following report on the work of the school for the year ending June 30, 1918:

Statistics for the year ending June 30, 1918.

| | |
|--|--|
| Aggregate enrollment of normal students: | Aggregate enrollment, etc.—Continued. |
| General course— | Number of graduates—Continued. |
| April admissions ----- 19 | Kindergarten course ----- 9 |
| Junior class ----- 31 | Domestic science course ----- 2 |
| Senior class ----- 47 | Total ----- 52 |
| Kindergarten course— | Number on roll after graduation— |
| April admissions ----- 3 | General course ----- 37 |
| Junior class ----- 8 | Kindergarten course ----- 10 |
| Senior class ----- 10 | Total ----- 47 |
| Domestic science ----- 2 | Aggregate enrollment of pupils in critic schools in the Wilson Normal and Seaton buildings ----- 549 |
| Total ----- 120 | |
| Number of graduates— | |
| General course ----- 41 | |

Comparison between the report of this school compiled a year ago and that of to-day is indicative of the effect that the war between our country and the German Government is having upon institutions for professional and other higher education.

The difference in the aggregate enrollment—last year 173, this year 120—shows a considerable loss to the school, many students having given up temporarily, at least, the profession of teaching for Government positions. These students feel that in rendering the Government efficient service they are engaged in dignified labor essential to the well-being of the country, but the greater number would have remained in school had they had reason to expect at the end of two years' intensive training a living wage.

The faculty of the normal school were startled in September when they realized the size of the school, but at once began to give serious thought to departures from the usual program that were necessary to produce the highest possible efficiency with reduced numbers. The inroads upon the teaching service of the city schools soon showed that even this small school must speed up some of its best students for early appointments as teachers, and reorganization of the course of

study with this end in view brought about the graduation January 31 and immediate assignment to positions of five senior students.

The need of even more teachers from the normal school seemed imminent, and in the latter part of March came an order from the board of education to have ready by April 15 an official rating list of the senior class. The superintendent of schools was authorized to graduate members of the class in order of rank and to appoint them to vacancies in the public schools as they occurred. It was understood that the students should remain in the normal school in their regular classes and in practice work until needed or until the close of the school year if not sooner appointed. As a result of this action, 20 students graduated and began their work as school-teachers before the 1st of June. These returned to receive their diplomas with their classmates June 21, when the school enjoyed the phenomenon of having less than half those receiving diplomas on its rolls on the date of public graduation.

The suggestion that from the high schools recruits for service might also be drawn brought into the normal school 25 students who would naturally have entered in September, and the school thus kept up its original number. The young girls entering are, as might be expected from those willing to forego graduation festivities in their respective high schools, of high type and give promise of ability to continue the rapid pace set by the class of 1918. It is to be hoped that in addition to these volunteers a class of considerable size will come from the high schools in September, for the normal school is the only stable source that the District of Columbia finds for replenishing and adding to its grade teaching force. The size of the school will be maintained only when salaries are assured for teachers comparable with those given other workers in Washington as necessary for living in times of high costs. Failure to secure such salaries will result in a small normal school and a consequent insufficient teaching force in the city schools.

With the need for the maximum of the practical and less of the theoretical during these times of stress and strain there comes into prominence once more the need of a school for practice work involving grades higher than primary. Many lessons were given this year in the Hubbard and Monroe Schools by the normal students, and a large part of the nature-study work of the senior class consisted in series of lessons taught in high-grade schools in the school buildings not too remote from the normal school. The development resulting from this practical work leads me to earnestly request once more the addition to the normal school of high-grade schools.

The normal school has enjoyed this year the privilege of being the headquarters of the junior Red Cross, with its principal as chair-

man of that organization. The school has also housed a thriving community center and has been a meeting place for war workers and social clubs. Its equipment renders it especially adaptable for such purposes. The building is proving itself well worth the money invested in its erection and maintenance.

It is to be hoped that it will soon again be filled to its utmost capacity with students who will become the inspiring educational leaders of the future.

I wish to express the appreciation of the principal and the faculty for your helpfulness through a year of unusual stress.

ANNE M. GODING.

To the SUPERINTENDENT OF SCHOOLS.

87572-18-17



REPORT OF THE PRINCIPAL OF THE CENTRAL HIGH SCHOOL.

JUNE 30, 1918.

SIR: I have the honor to submit the following report for the Central High School:

ADMINISTRATIVE AND CLERICAL HELP.

The inclusion in the District of Columbia appropriation act of an additional assistant principal and of an increased and better paid clerical force for the Central High School will go far toward solving a serious administrative difficulty here. It is, of course, well known to you that since coming into the new building the principal of this school has been a clerk. Inability to retain experienced clerks and the abnormal growth of the school have made it practically impossible for me to leave my desk. It is not necessary here to recount the mass of detail occasioned by coming into a new building as large as this with its new departments. The result has been that I have not influenced, as a principal must, either the pupils or the faculty at a time when both were growing abnormally in new conditions. This has been the one big problem connected with the new school, and one which has given me the greatest concern. The school has needed leadership; it has needed coordination. Without them it must fail to justify the investment which has been made here.

This problem can now, I believe, be solved. At least the administrative and clerical force now allowed this building, if properly organized and directed, should make it possible for the principal to give his entire time to any school problem which may demand his attention.

HEADS OF DEPARTMENTS.

On the side of educational supervision and direction there is, it seems to me, work yet to be done in those subjects for which no heads of departments are provided. Such subjects as English, history, modern and classical languages, sciences, and business practice have heads who unify the course of study, and, in a score of ways, give educational direction to the work. It should be noted too that these subjects are the older and more definitely defined high-school studies—those in which experience has worked out a content and a method which makes supervision less necessary than in some other

ields. Drawing, physical training, music, manual training, and the home-making courses, some of them comparative newcomers in the high-school course of study, and two of them (manual training and household economics) entirely new to this school, need supervision, but are without the organization which can supply it.

Not only are these departments handicapped by reason of the lack of responsible heads but the administration of the school is made unnecessarily complicated by reason of the necessity for dealing with several teachers rather than with one. In such routine matters as notices and the preparation of financial and stock reports, it is of course possible to designate a teacher to do the work. It must still be remembered, however, that such a teacher is not responsible by reason of any position held and is not relieved of any teaching assignments by reason of the additional work.

I do not know how far executive action can solve this problem. I feel strongly, however, that these departments are entitled to as much, or even a greater degree of, educational and administrative supervision than the older departments, and would suggest for your consideration the possibility of official and formal designation of head teachers with part-time programs to do this work.

EXTRA USE OF THE BUILDING.

One of the most vexing problems which the new school presented—the constant demand of outside organizations for the use of the auditorium—has in large part, thanks to your cooperation, been solved. The character of the organizations to which permission may be granted and the restrictions surrounding the use are now definitely understood. The engineer and janitor force has adjusted itself to the problem of overtime work so that in many ways the demand on the principal's time which at first seemed likely to make of him an entertainment director has been regulated and reduced. There is need, however, for further relief along this line. There are interviews with those wanting to use the building, explanations as to conditions which we have felt it necessary to insist on, questions involving the payment of the men employed here, telephone calls asking about the character of meetings which have been advertised and the constant interruption to any night work which the principal may attempt when the building is in use. As an illustration of the possibilities of such interruptions—although the occasion was perhaps somewhat exceptional—may be cited the fact that, during the afternoon and evening of the day when Miss Pickford, Charlie Chaplin, and Douglas Fairbanks were advertised to appear here in the interest of one of the Liberty loans, we had by actual count 97 telephone calls, asking if they were really to be

here, if they were to be in the flesh or on the screen and if an admission fee was to be charged. It is obvious that in some way the problem must be solved perhaps by assigning one of the school's clerks to the work and requiring the organizations using the building to pay for such service as it does for the services of janitors and engineers.

It may be of interest to note the number and character of the uses to which the building has been put after working hours during the year from July 1, 1917, to July 1, 1918, exclusive of the use three nights each week since May 1 by the community center organization.

| | |
|--|-----|
| Lectures, concerts, and commencements of schools not connected with the public-school system | 27 |
| War-Camp Community Service song services | 14 |
| Patriotic meetings in the interest of Liberty bonds, war-savings stamps, food conservation, and meetings of United States officers | 19 |
| Central High School functions | 18 |
| Functions of public-school activities other than those of the Central High School | 7 |
| Meetings of the Home Defense League and National Capital Volunteer Guard units in the armory | 87 |
| Athletic meets not connected with the Central High School | 4 |
| Total | 176 |

AFTER-SCHOOL WORK OF PUPILS.

One of the school conditions which during the year brought new problems was the great number of both girls and boys who had more or less regular outside employment during the school term. This condition has been gradually increasing during the past decade, but the present year, due to the double influence of increased family expenses and the ease with which relatively highly paid jobs could be obtained, has shown a marked increase. I regret that I did not find time to make a statistical study of this problem, as I had been intending to do before your request for a report on this condition came. Then the exodus of the summer job had begun, so that figures were neither complete nor accurate. Another difficulty encountered in attempting to get a complete record of this work has been its irregular character. Some pupils have carried throughout the year regular eight-hour shifts in Government departments. From this extreme down to the boy who worked a few days during the Christmas vacation the work has varied. Considering only such work, however, as has been regular during at least a third of the year, I estimate that about 360 boys and 75 girls have been so employed.

The effect on the health and school work of these pupils has been as varied as the work itself. The school has attempted to adjust the programs, the hours of arrival and dismissal, and the course of study

of these pupils to their needs, with some degree of success. In most cases, however, where the work was continued its effect on the energy of the pupil and on his scholarship could be noted. I am convinced that there is in these cases a necessity for the closest observation on the part of the school and a vigorous insistence on modified or part programs where work is to be carried on.

The general prevalence of work—more especially during the summer—has resulted in most of our pupils having more money for school lunches and the various school activities than they had a year ago. I predict that the situation from that standpoint will be even more marked after the present summer. The effect of this on habits of thrift and on the general question of the relative value of money at a time when young people can earn such relatively high salaries brings other problems to which the school can not be indifferent.

I take the liberty of quoting from reports to me from two heads of departments.

A LATIN EXPERIMENT.

Dr. Dales tells of further efforts on the part of his department to solve the country-wide problem—why high-school pupils in such large numbers discontinue Latin at the first moment permitted by the regulations of the course of study. Dr. Dales says:

A slight change (not involving any change of textbooks) is planned for our third-semester work. I feel that the second-year work is the weak point in our Latin course. Caesar is too difficult an author to be taken up after only one year's study, and pupils naturally become discouraged. For several years we have tried to meet this difficulty by reading easier Latin for a month at the beginning of the third semester. This has helped a little, but it is not enough. The work in Caesar is still pitifully small in amount and poor in quality. As the work is too difficult, the pupils lose interest and look forward with joy to the time when they can drop the subject. We very seldom are able to finish more than two books of Caesar by the end of the second year.

We are planning for next year to devote the whole of the third semester to the reading of a much larger quantity of easier Latin—some of it at sight—to give our pupils a sense of confidence and power in dealing with Latin as a language. If we can develop this sense of power I believe that we can in the fourth semester alone read the two books of Caesar and in a more satisfactory way. The trouble is partly psychological. Pupils (except the very best ones) feel that the work is entirely too difficult for their powers and that their efforts are being wasted. Now, if we can set them a task within their power to do, and then show them how to do it, I hope that a larger number will be encouraged to go on with third-year Latin.

COOPERATION IN ENGLISH.

I quote at length from the report of Miss Simons. Her account of the vitalization of the work in English by reason of the war touches

a matter of the greatest moment. The work in history and English especially, it seems to me, offer every-minute opportunities for teaching a vigorous Americanism. In this connection may I again repeat my recommendation of a year ago that American history or civics and economics be required of all graduates of our high schools?

Miss Simons's recommendations on the cooperation of the entire school in matters of written and spoken English and on the necessity for the adoption of a standard in business forms I earnestly indorse. I quote from her report:

The striking features of the English teaching at Central during the past year have been the socialization of the classes and the vitalization of the work in English composition. The spirit of comradeship evident in many of the classes is noteworthy. A group feeling has been established which will furnish the basis for further development another year. When we can appeal to the group pride of a section for the establishment and maintenance of standards much will have been done, for we can then pit group against group and extend the sphere of influence until it embraces the entire school.

The war has been a potent factor in vitalizing the work of our English composition classes. By the pamphlets issued by the Committee on Public Information, which have been read and discussed in our English classes, the fact that literature is still in the making has been brought home to the pupils, for much that President Wilson writes comes under the class of real literature. Pupils have made a first-hand study of clear, forceful, modern expression of thought. The reading of public utterances of the great men of the day has helped the pupils in the preparation of their own original speeches, the occasion for which has been furnished by the various campaigns conducted by the Red Cross and by the Government in the interest of thrift stamps and Liberty bonds. Current literature produced by the war was studied through the Literary Digest, and many of the longer war stories and novels were reviewed. Pupils have come to realize more than ever before that good English is an asset in the world of affairs outside of the English classroom. They have come to see something of the practical value of correct usage of the mother tongue, and much can be accomplished in the coming year by following up this line of work. The English teacher, indeed, has a great opportunity before her.

Just here I should like to urge more definite work in voice training and public speaking of a practical kind in the school. The showing our pupils made in the several speech contests held during the past year in the interest of Liberty bonds is a matter of congratulation for the English teachers on their oral work in the English class. And, surely, when we see what has been done incidentally we must feel impelled to perfect the work through a more definite organization of the course. In these days of the rule of democracy not many pupils after leaving school will escape the call to speak now and again to their fellow men. The public schools fail if they do not fit their boys and girls to meet such emergencies. In the words of Lord Bacon, "Conference [talking] maketh a ready man." Practice in speaking before his classmates is invaluable to the pupil both now and later on. It develops ability to think quickly and to express thought convincingly with poise and self-possession while standing and facing an audience. I know you are in sympathy with this work. Hence, with the permission of the superintendent I shall be glad to cooperate with Mrs. Walton in formulating such a course.

In my annual report to the superintendent I called attention to three points in which the English work in the high schools might be improved. They are: Cooperation with other departments, standardization of business forms, and equipment of the English classroom. I note these in regard to Central:

COOPERATION.

"The English of the entire school is the business of the entire school," declares Prof. Thomas in his book, *The Teaching of English*. The business of the school is, indeed, to establish a standard in essential matters of English usage, and, having established this standard, to see to it that the pupil adopts it and uses it in his school life, in every class, in every social hour together, in all extra school activities. The habit of correct speech should be formed during the high-school course. It can be achieved if there is active, interested cooperation between all concerned. Convince the student that correct usage has a market value in his other studies, and he will really try to form the habit of speaking correctly. For this habit will be established only if the pupil is expected to express himself clearly and correctly by all teachers in all subjects. Until the pupil comes to realize the practical importance of correct expression he will be careless. But when he is required to watch his speech, not one period during the day but six; when he finds that his work is not acceptable in any subject unless expressed in good language; when, in a word, he finds that correct usage has a market value in his school work, then he will set about acquiring the habit of using good English.

The inability of pupils to ask intelligent questions and to make accurate answers I find the most glaring fault in our English classes, and I do not hesitate to say that the English class is by no means peculiar in this respect. It is a reflection on our teaching and suggests a point of attack for constructive work another year. I quote on this point from The Adjutant General's report on the failure of students in the training camps to qualify for the officer reserves: "Many men have not been trained to appreciate the importance of accuracy in thinking. Too many schools are satisfied with an approximate answer to questions. Little or no incentive is given increased mental effort to coordinate one's ideas and present them clearly and unequivocally." Here, at last, is a point of departure for cooperative work in all departments of study in a high school. Here at least all teachers can get together and agree to demand exact and to refuse approximate answers to questions. We teachers are ever too ready to help a pupil out, to repeat and expand the pupil's answer, to do the work for him. Can we not all agree to make the pupil stand on his own feet, to hold him responsible? If we teachers should adopt a uniform procedure in this matter of recitations the power of the pupil to express himself accurately and correctly would develop rapidly. Why not make this matter of the question and answer the entering wedge for the earnest cooperation of all the high-school departments? By working with the English teacher the teacher of other subjects will come to see that, after all, the English class is but the workshop where the tools that are to be manipulated in the work of every other subject are sharpened for use. What the English teacher wants is that the teacher of the other subject shall not allow these tools to rust, but shall see to it that the edge is kept keen. In this connection may I ask that the minimum requirements for English form in all recitations listed on the following page be adopted at Central for the following year? You will remember that this table was drawn up by a committee of English teachers last winter and submitted to you for approval.

MINIMUM REQUIREMENTS FOR ENGLISH FORM IN ALL RECITATIONS.

Oral:

1. Position—
Stand properly.
2. Voice—
Enunciate clearly.
Pronounce correctly.
(Say "going," not "goin'"; "and," not "an'"; "kept," not "kep'.")
3. Language—
Speak grammatically.
(Say "he doesn't," not "he don't"; "every one of the pupils is here," not "are here."
Say "John, brother of Richard, ascended the throne," not "John, etc., he ascended the throne.")
Avoid the *and*, *so*, and *why* habits.
4. Thought—
Answer directly.
Answer completely.

Written:

1. Make papers neat. Avoid blots, scratches, soiling, or rumpling.
2. Write legibly.
3. Spell correctly.
4. Write in sentences, not in—
 - a. Fragments.
 - b. Statements unconnected except by the comma: "The Central High School is large, it has nearly twenty-five hundred pupils."

(For further requirements as to language and thought, see directions for oral work above.)

I feel strongly that there should be a standardization of business forms in the school. And I take this occasion to request you to appoint a committee of English teachers to come together with the teachers of business subjects in the school for the purpose of drawing up a table of business forms to be used throughout the school in every year, and in both English and business classes.

In conclusion permit me to acknowledge the loyal cooperation of the teachers of this school and to express to you again my sincere appreciation of the sympathetic attitude that has been shown toward all Central problems which I have asked you or the assistant superintendent, Mr. Kramer, to share with me.

Respectfully submitted.

EMORY M. WILSON.

To the SUPERINTENDENT OF SCHOOLS.



REPORT OF THE PRINCIPAL OF THE EASTERN HIGH SCHOOL.

JUNE 30, 1918.

SIR: Outside of the special war activities, which are covered in a separate report, the emphasis at the Eastern High School for the year 1917-18 was placed on the following, which will be considered briefly in the order given:

1. Employment of pupils outside of school hours.
2. A unification and reclassification of the various organizations and collateral activities
3. The plan for physical training for all students of the school.
4. A systematic plan for vocational lectures.
5. Extension of the work of the commercial department.
6. Routine work of the school.

1. Approximately 70 of the boys and 20 of the girls, out of an enrollment of 415, had regular employment outside of school hours, varying from two to five evenings per week. Thirty-five of the boys had positions as clerks in drug stores or business houses, where the service varied from two to four hours. Five boys had positions in the navy yard, where they worked on regular eight-hour shifts. The other pupils having outside employment were engaged in regular clerical work in offices or business houses. The numbers given do not include the pupils who performed only occasional service. The unprecedented labor conditions rendered it advisable to allow many of the pupils to accept regular positions near the end of the school year, when the required work had been completed, and by the day of the formal closing at least 40 of the pupils had been excused for such service. Most of these were placed in the Government departments or with the American Red Cross, where the opportunities for special service were most attractive. Eleven girls of the senior class entered the normal school two months in advance of the close of school and were allowed to substitute their work at that school for a similar amount of high-school work. The reports from the teachers as to the effect of this outside service on the scholastic standing of the pupils indicate clearly that the question is a serious one, and that great care should be exercised on the part of the parents to see that their children are not allowed to undertake more work than they can satisfactorily perform. The scholastic standing of 70 of the 90 pupils regularly employed suffered by reason of their extra service, and in

many instances the pupils were too worn out physically to do efficient work in the classroom or to make proper preparations in their home work. It is most important that the pupils should realize that their first duty is to secure through their classroom activities a thorough training for the work to be done after they complete their high-school course.

2. The same causes that have led to a reorganization of the social life of the community have led to a similar readjustment in the school. At the beginning of the year Miss A. M. Merrill, of the faculty, was appointed chairman of the committee on social organizations, to undertake a unification of the social activities. At the beginning the only distinctly social groups represented were two Camp Fire Girls' groups, two Friendship Clubs, two Outing Clubs, and the Philologist. Later the glee club, the orchestra, the bank, the Easterner, the cadets, and the Dramatic Club were added, making in all 13 organizations, which gave splendid opportunity to represent and form the sentiment of the school. Representatives of these organizations met every Friday morning, and each representative reported on what had been done during the week. At the end of the year a report was given by each activity showing the time and money spent in amusement, in aiding others, and in developing the health of its members. The most important single development of the year was the organization of a new boys' society under the name of the Epsilon Mu Sigma, a name which is to be changed to conform with the wishes of the school authorities. In concluding her report on the work of the Social Council the chairman stated:

We are concerned with the means by which the spirit was nurtured rather than with a mere statement of results. Results in the lives of the pupils can not be measured, but we are making a happy social whole of the school, connecting home and school as no other organization can, and keeping a wholesome, happy atmosphere in a very trying time.

3. A plan for adequate physical training for both boys and girls is fraught with many difficulties. Under normal conditions the average pupil has major and minor class assignments, other than physical training, of from 23 to 27 out of a total of 30 periods. With the distractions of outside work and activities it is more important than ever that the work of the classroom should be interrupted to the least possible extent. It is essential, of course, that most careful attention should be given to the physical welfare of the pupil, but under present conditions most of the actual practice exercises should be given other than in the five hours of the regular school day. The pupil should be taught how and when to exercise; should be given class instruction which will serve as a guide to regular exercise outside of school hours; should have a physical examination to show defects, and to indicate the line along which training is needed;

should be given every opportunity to work and train, under capable direction, in free periods and in the periods immediately following the regular school day; but with no gymnasium, with no adequate athletic field, and with little or no facilities for indoor work during inclement weather, it does not seem advisable to give a pupil a maximum of more than four regular periods per week for formal physical training. Mr. Battersby and Miss Grosvenor have outlined a very satisfactory course for both the boys and girls, which can be put into operation when conditions are more settled, and when better facilities can be provided for this most important work of the school. Moreover, at least 75 per cent of the boys, as members of the cadet corps, devote the equivalent of at least four and one-half regular school periods to the military drill. As recommended by the assistant superintendent of schools, in his last annual report, the military feature should be limited to boys above the first year, and the equivalent in time given to the first-year boys in elementary preparatory drill and gymnasium exercises.

4. One of the most interesting features of the year's work was the series of talks on vocational subjects, given under the direction of the vocational guidance committee, of which Miss Mabel C. Hawes was the chairman. The talks were given on consecutive Tuesday mornings in the assembly hall of the school, and the speakers were chosen with particular regard to their ability to present in an interesting and forceful manner the opportunities open to the students in a wide range of vocational activities. The subjects treated included "The study of Latin," "Journalism," "Social service," "Horticulture," "Civil service," "Chemistry," "Stenography," "Mining engineering," "Salesmanship," and "Department store work." The talks were followed by informal discussions in the classroom, and the attention of the pupils was directed to the vocational reference books in the library. In addition, the members of the committee and the principal constituted themselves a committee on information, and many of the pupils at the close of the year were directed to useful employments for which they were especially fitted. For the coming year the vocational committee, in addition to its duties of the past year, will take over the duties of a regular employment bureau within the school.

5. Of the 415 students enrolled at the beginning of the second semester, 86 were enrolled for the full business course, and 76 students of the other courses were taking some of the business subjects. In other words, nearly 40 per cent of the students were taking advantage of the opportunities for vocational training offered by the business department. The school is now ready to offer a complete two-year commercial course, comparable to that which is given at the

Business High School. The insistent demand on the part of Government offices and business houses for students trained in business subjects, and the opportunities open in every line of commercial endeavor make these courses very attractive, and the school is meeting a definite community need in offering the best instruction possible in these subjects. The school bank, operated by a corps of student officials, under the supervision of a faculty member, has added materially to the business atmosphere of the commercial department. In addition to its regular functions, it has been of great value in handling the funds of the various school activities in promoting the subscriptions to the Red Cross and in selling liberty bonds and war-savings stamps. Through its agency the Eastern was the first of the local high schools to reach 100 per cent in the sale of war-savings and thrift stamps.

6. The regular work of the school followed so closely the plan of the previous year that only a brief mention of it will be made in this report. The enrollment in the French and Spanish classes showed a marked increase, due to the decreasing demand for German. At the end of the year less than 30 students expressed a desire to continue the study of the latter subject, and it will be a comparatively simple matter to allow these students to substitute for their German some other modern language. The change in the English course, which puts the study of American literature into the eighth semester, will be operative for the first time during the coming semester; and in the opinion of the English teachers the change will materially strengthen the course.

Throughout the year the teachers worked with unusual zeal and energy to keep to the standards of former years. Their devotion and loyalty to the school, and their spirit of cooperation and helpfulness give promise of a most successful year to follow.

Very respectfully,

CHARLES HART.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF WESTERN HIGH SCHOOL.

SIR: The enrollment of this school has been about 50 lower than that of the preceding year. In June, 1916, and in June, 1917, we graduated classes larger than ever before, while at the same time we entered smaller classes. Last September, however, we enrolled about 125 in our freshman class, which is nearly as large as any ever entered in this school, and we graduated only 74. Since we lost very few from our two lower classes and have the promise of a larger freshman class than last year I think we may count on a larger school. The figures seem to show that the tide has turned and that the losses sustained through the fire and through the superior physical attractions of Central are about to be made up.

MILITARY INSTRUCTION.

Several needs of this department seem to be worthy of a brief discussion in this report.

A change in the plan, whereby the older boys in school would feel an interest in the work they do not possess at the present time, has been suggested repeatedly by parents, teachers, and by the boys themselves. It is such common experience as nearly to form a rule that boys who have had two or three years' experience drop out of the organization unless they have won one of the coveted higher offices. It is unusual to find privates who are members of the senior class, and there are not many noncommissioned officers in this group. The course at present is a one-year course and it is not difficult to understand the lack of enthusiasm when we ask a boy to take over again a course he has had three years in succession.

The obvious change is to make the work progressive. In order to make this point clear I will suggest in outline a course which would at least introduce variety. It is open to the objection that proper instruction might be difficult to obtain, but if the course is of sufficient value to the school to require the attendance of boys under the present plan of four hours a week it should be dignified by having its own instructor.

For the first year of the course—the classes being made up largely of first-year boys—let the instruction be chiefly physical training, setting up exercises, and simple marching movements daily.

In the second year continue this work and add the manual of arms and infantry drill. An added requirement should be rifle practice.

The third year could include the work of the Signal Corps—semaphore, heliograph, telegraph, and wireless.

The fourth year might embrace first-aid and ambulance work, and the war games.

During the last two years infantry drill could be kept up as a minor part of the course, and rifle practice at least one period a week.

In fact, one serious criticism of the present course is that whereas the chief object of marching and drilling is to get an army where it can shoot the enemy we train our young companies how to get there, but fail to train them to shoot.

A course which includes features such as outlined above would meet some of the criticisms we now receive. In the manual of arms we use the Army gun made for actual service, and boys of 13 are required to handle a weapon intended for an adult. The prolonged drill—nearly two hours—with this weight often results in younger boys falling out and sometimes withdrawing from the cadet corps.

This plan would also provide for the first year's instruction under a teacher, for the work could largely replace the present course of physical training for freshmen.

The second year's instruction under student supervision would at least be no worse than it is now.

In the third year the physics department should be able to provide the technical instruments and teacher.

During the past year the Red Cross has organized and instructed groups of boys in the so-called sanitary corps. So that it would seem probable that this organization would take care of part of the fourth-year work.

In these days when physical fitness is a constant requirement in active service, it seems time for us to get into step with a movement tending to make health and muscle building of prime importance.

A little over two years ago Maj. H. J. Koehler, in charge of physical training at the United States Military Academy, replying to a request for advice regarding the proposed enlistment of a boy in a Western High School company, wrote:

Personally, I do not believe it advisable to permit any boy to enter a class for a course in military training unless he has had the benefit of a thorough, progressive, and systematic course in physical training, which has for its object the development of his physical attributes to such a degree that will enable him to respond to the requirement military training demands of him without injury to himself.

That this is neglected is evidenced by what you observed and by what all who have taken an interest in such matters have seen time and again. It has also come under my observation, and in seeking for a reason I have discovered that those who have charge of this training without exception almost have

failed to understand that there are other phases of this training when applied to youths that are even more essential and important, from a military point of view, than carrying a rifle and pack.

Amongst those preparatory phases I count the instilling of discipline, in which our youth is woefully deficient, as the most important, for once a lad learns to respect authority progress is assured.

Next, I should place the development of his physique, and, thirdly, I should lay the greatest stress upon manliness in all that term implies—honesty, truthfulness and self-respect. With the development of these qualities, all of which can be accomplished without any military paraphernalia, the very best foundation will be laid upon which a course of military training can be constructed that will be enduring in its effect, and that can not help but redound to the benefit of the individual by increasing his efficiency in any walk of life and to the country by creating a better and worthier citizenry.

This is what I term the ethical-physical-military system of training for boys.

I should begin with the youngster when he enters school. Ethically I should begin at once by the introduction of the "honor system," as far as he is able to grasp its meaning; physically I should begin by laying stress upon proper position, gait, and physical habits; militarily I should begin by teaching him obedience—a willing, not a forced obedience—and precision, as far as it is possible, in action and thought.

I should carry this on, increasing steadily the demands in each of these departments, until he had attained the fourteenth year, when I should begin the military drills: The school of the soldier, of the squad, section, and company, without arms or equipment. To offer incentive and create rivalry, I should divide up the classes into squad units, with the members, in turn, acting as leaders for a given period. Personal hygiene would also now form part of the instruction, and to give the boys a chance to apply the knowledge of this and the other subjects practically I should establish military camps for them for a certain period of their summer vacation. During this period I should also teach them the true history of our country with special stress upon our military history.

Beginning with the sixteenth year I should equip with rifles all those who, in my judgment, possessed the requisite amount of strength and endurance, which I should have determined during the previous two years by means of what had been accomplished by the boys in the course of physical training of the previous years, and repeat the work that had been learned without rifles. After they had learned to use the rifle and become accustomed to handle it properly, I would add the light pack. This would bring them close to the seventeenth year and ready for target practice, gallery and range, and also for the simpler field exercises that would form part of at least two summer encampments. This, in brief, is my idea of the plan and scope of a system of military training of boys from the fourteenth to the eighteenth year. I believe it is thoroughly practical and rational. If carried out conscientiously, it can not fail to be of incalculable value to our young men in every way.

A financial (and very practical) reason for this proposed change of course might be advanced at this particular time, when the cost of uniforms has jumped to the excessive figure of \$24.50, an increase of about \$10 over the current year's figure. It is not improbable that this will be a serious obstacle to a large enrollment in the cadet corps next fall. The course outlined above could very well be conducted without the purchase of the usual uniform.

THE COURSE OF STUDY.

Some problems in connection with the administration of this school point to the need of certain rulings on the course of study, and show the desirability of a greater uniformity than now exists in the requirements for graduation in the academic course.

For example, the foreign-language requirement, through special rulings and the wearing effect of time, has come to the point where it is differently enforced in the three high schools teaching the academic course. It is manifestly unfair to the pupil and difficult for the principal to require in one school more than in another.

The substitution of major drawing or of major music for geometry is not apparently open to all alike.

The requirements in minor drawing, music, and physical training are so different in Central, Eastern, and Western that it is hard to believe they are based upon the rules of the same governing body.

Some dissatisfaction with the course in major music and the number of credits which a pupil should be allowed to offer in this subject, is about to be met, I understand, by impending changes.

PATRIOTIC INSTRUCTION.

This year in school has been in many ways the most trying in the experience of our faculty and its principal. It is perhaps only natural that the unrest of the community and of the Nation should be reflected in this part of our daily life.

Attendance on the part of the pupils has been more irregular than I have known in former years. And yet we had a larger number of pupils with perfect records than for three years past. While crowded and irregular car service will explain much of the absences and tardiness, it must not be forgotten that children have played a larger part and a more important part in the household management than ever before.

Interruptions to the regular routine of school have been more intensive if not more extensive. Speakers on war work have repeatedly worked the school up to a high state of patriotic fervor, which has detracted from the importance of Latin and algebra, while drives of various sorts have taken the time and energy of the teachers from their accustomed duties.

And yet, if the Liberty loan campaigns have made the pupils more anxious that our boys should be completely equipped, if the junior four-minute contests have brought home to them the lesson of being well informed, if the Red Cross work has moved them to be more ready to give to the needy, to bring comfort to the distressed, to feed the hungry, to care for the wounded, if we have taught these lessons of service well, then we have not in vain sacrificed a little of our school time.

ELMER S. NEWTON,
Principal.

REPORT OF THE PRINCIPAL OF THE BUSINESS HIGH SCHOOL.

JUNE 30, 1918.

SIR: I have the honor to submit the following report of the Business High School for the school year ending June 30, 1918:

The stress of war conditions which led many upper-class pupils to leave school for desirable Government positions and which necessitated rearrangement of organization plans seemed, at the beginning of the school year, to be a serious menace. On the contrary, it has proved to be a blessing, and the earnestness and steadiness of teachers and pupils have resulted in a most successful year. Sections have been of reasonable size, with a consequent increase in teaching efficiency. In February the annex was merged with the main school, thus economizing time and effort and giving entering pupils the advantage of the full equipment. The three cadet companies held their own in size, on account of a much higher per cent of enlistment. In athletics the teams kept all contracts they had made and finished with clean records and an excellent reputation for sportsmanship. The financing of all incidental school activities has been difficult on account of the demands made upon pupils, but by businesslike and economical management the school papers, the council, and other activities have even increased their balances over last year. The 170 graduates of the school within the year rank high in scholarship and character, and in consequence of the fact that they are all employed the school's employment bureau has been obliged to close for the summer. The entering classes have been fully up to standard in both numbers and quality. Finally, and most important, the patriotism, energy, and intelligence of the teachers have overcome all serious obstacles and led to a successful ending of a most interesting year.

The staple subjects of the course—arithmetic, bookkeeping, shorthand, typewriting, law, etc.—have been taught, in the main, as in previous years. No detailed report is therefore necessary. The following topical reports by teachers are interesting on account of present conditions or teaching methods:

SCHOOL COUNCIL.

The growth of student participation in control of incidental activities of the school offers an interesting field for study. Six years ago the principal formed a pupils' council, consisting of one member elected from each section.

Thus was constituted an advisory body which served to set standards and to represent the student body to the principal. Although partly successful, this plan seemed to lack vitality. This was followed by a "general organization," which provided elaborately for elections and action by pupils. This scheme, however, was overvitalized and seemed wasteful of time and effort.

During the present year a council consisting of three teachers, appointed by the principal, and eight elected pupils has acted as a board of directors in control of student activities, with great success. The mixed board has represented and coordinated teachers' and pupils' interests and has aided and cooperated with the principal seriously and harmoniously.

CIVICS.

In several respects we may say that the war has forced a searching inquiry into our fundamental conceptions of government and social progress.

First, the word "democracy," that falls so glibly from the tongues of all, underwent a critical analysis when we saw monarchies of all grades allied with the most advanced peoples in self-government in a world death battle for democracy. What construction could be found that would suit such diverse elements as Russia, Japan, France, and ourselves, so that all could genuinely say that we were fighting for the same thing? We could unite in the interpretation of a yearning for equality of chance, but we realize that some were far behind the others, though the same spirit could animate all. We went further and scrutinized the application of democracy around us on our own land in other spheres than government. We looked at business, at social relations, at the various forms of administration, and noted the stage attained by this world idea.

Second, education, the most important of our institutions outside of the family, the heaviest cost to our governments, was studied in the light of the mightiest conflagration ever seen on earth. What is the essence of all this effort to train 20,000,000 children, in a thousand different directions? Is there one thread running through them all? Then, what is the secret of efficiency? Do our schools, do our teachers, fit us to stand the final test of human power—physical fighting? Is government justified in such expenditure for education? Do we need all the subjects now taught? Is it the duty of democracy to offer all that even one roomful should ask for and then let each choose for himself?

Third, some aspects of the legislative department of our form of government arrested the attention as never before. When we were cut off from Germany and certain chemicals and drugs jumped in price 100, 500, and even 1,000 and upward per cent, it demanded thought as to our tariff laws, and the encouragement that might have been given manufacturing processes. Again, the colossal expenses of this war and the consequent weight of taxation gave vitality to what had been academic lay figure of a budget. Our unscientific procedure stood out clear and unmistakable.

All phases of these topics were discussed, not to reach a hard-and-fast decision, but to stimulate thinking, to broaden outlooks, to set reason to work in a way it should do when facing problems to come up very shortly for each in the life outside of the schoolroom.

GEOGRAPHY.

If any justification of geography as a part of a business training was ever considered necessary that necessity must be completely removed now that America's horizon has widened to include the whole world. The successful business man of the future must know places and products and conditions as

never before. Our relations with South America are already more intimate than formerly, and men who understand her needs and her possibilities are increasingly in demand. When the great conflict is over, world-wide commercial opportunities await that nation which is best prepared to grasp them, and young America should be making ready for that time. Such knowledge is primarily to be gained from a study of commercial geography, but to attempt to learn commercial geography without an understanding of the physical facts of the earth is futile. Our course in physical geography, we believe, meets well the needs of the business man of the future, in that it gives him the necessary foundation for his commercial geography and commercial history, and in addition stimulates an interest in the world about him and teaches him to reason from results to causes and to study causes for probable results.

GOVERNMENT AND INDUSTRY.

Two new points were stressed during the year at opposite poles in extent of appeal—the war and the community.

Numerous articles in the Literary Digest and other periodicals introduced problems of the keenest interest. They were also very pregnant in reviewing geographical knowledge, both of place and commercial geography.

Street-car facilities here, so much strained by the influx due to the war, were of deep concern, and were discussed in the light of personal experiences with the aid of all available printed data. The milk supply was also treated as capably as our sources of information allowed. In all such matters, however, there is a serious handicap in the lack of sufficient positive and accurate information collected and arranged for use of people at the stage of maturity of these pupils. But even with meager material the opportunities are fine for training in calm judgment and dispassionate reasoning.

COMMERCIAL HISTORY.

In common with the trend in our four-year course, the commercial history sections decreased in number and in size, there being at present only two classes with total enrollment of about 30.

The war has made itself here felt, as elsewhere, in at least two ways:

First, the lessening attendance during the year is almost wholly attributable to the demand of the Government for clerical help at very fine salaries.

Second, this drawback was perhaps overbalanced by the life and vividness given our study of the past by constant references and parallels furnished by the conflict raging across the ocean. New interest sprang up to link the Babylon of 40 or 50 centuries ago with the advance of the British forces up the Tigris Valley. The part of natural conditions in the development of commerce and civilization had a flash-light illustration from the bitter struggle for the mineral deposits of Alsace-Lorraine. The share of inventions, the influence of new discoveries, the effect of finding and making other routes of transportation were all glimpsed anew in watching phases of the awful contest that excited all. The reason was exerted in calmly considering man's progress and in drawing lessons from the past.

EMPLOYMENT BUREAU.

During the past year war conditions have given the work of the employment department a broader scope than ever before. The unusual demands in the business offices, as well as in the Government offices, have called for the employment of young men and women in larger number than ever before. The

fact that the Business High School has fitted its students to become stenographers, bookkeepers, typists, and secretaries has given to the school the opportunity of placing practically every graduate who had not previously secured work for himself, as well as many of the undergraduates.

The large department stores drew heavily upon our student body for work after school, on Saturdays, during the Christmas holidays, and every other holiday during the school year. Pay of about \$2 a day was received by the students from the merchants who employed our pupils in a clerical capacity and as salesmen. More calls have come to the school for such help than could be filled.

The wage scale is more than double what it was in normal times, and salaries running from \$60 to \$100 a month are being paid to our graduates.

Nearly 300 graduates have been placed in permanent positions and approximately 550 students have been given temporary positions during the year.

The training which our pupils have received at work in the business houses is of great value to them. The fact that our students could meet and do business with people of varying needs (such as are met in the department stores) speaks well for the school. Each graduate is given at least two days' actual experience in an office and those who have worked in the office of Mr. Hine and other school officials have not only rendered satisfactory services but have received the benefit derived only from contact with actual business life.

Business men who have called at the school concerning employment of our pupils have repeatedly expressed themselves as being more than satisfied with the young men and women who have gone out from our school and are anxious to secure more help which has been trained at the Business High School.

PRACTICAL SALESMANSHIP.

Practical salesmanship was thoroughly tried out by high-school pupils from December 17 through December 25. This movement had its inception in the appeal of the merchants whose need for employees at the time was urgent, and while it met the unusual situation of the business community it did even more for the students themselves. The commercial situation brought about by the present war had to be met and both teachers and pupils patriotically responded.

A vote by the faculty of the Business High School with no dissenting voice speaks for the cooperation of the teachers in this plan.

Pupils weak in their studies or physically unfit were discouraged from undertaking such work, and no pupil was urged to work.

Two representatives of the educational departments of the larger stores visited the school and gave detailed instructions to those students desiring the positions offered, and arrangements were made with the Child Labor Bureau for the issuance of permits to those pupils under 16 years of age.

Classes for those remaining in school were continued as usual, each teacher reporting at the school for duty at the regular hour and spending the morning session in classroom work. After lunch period teachers having special qualifications for teaching a number of subjects were retained for classroom work for the rest of the school day. Other teachers were assigned to supervisory duties in the business houses where pupils were employed.

Through the reorganization thus effected special attention could be given weak students who remained in school, and as a result of the careful organization the welfare of the students who were at work, as well as that of the students in school, was safeguarded.

Loss of instruction continuously in any one subject was prevented by a readjustment of the classroom program. Supervised study for the period after

lunch hour afforded means of special help to the weak student. No pupil, no teacher, was left unassigned.

That genuine interest and appreciation was manifested is shown by the extracts from letters which follow:

"I can not let the occasion pass without thanking you for the splendid, talented, and capable students that came from your school. They were well-mannered, dignified, alert, and ambitious, and carried out our instructions like veterans. I never saw a more animated set of young people and businesslike as they were for the time they were with us. Thanking you and your corps of teachers for your splendid cooperation, we are."

"We want to thank you for your cooperation. This was a great accommodation to us, and we fully believe it was a splendid education for the children, yet we can not let the opportunity go by without telling you what valuable assistance they were. We were more than surprised at their capability, and at the zeal they showed. Their entire action was a credit to your board and to your school."

"I want to tell you that the student help which we received from your school has been very highly commented on by patrons who have visited our establishment in the past few days."

Several pupils were mentioned as having proved specially efficient.

The success of the plan is due largely to the constructive work of Mr. Charles Hart who, through the employment bureau of the Business High School, formulated the plans by which the work was done.

The following statistics give detailed information:

Table showing number of pupils employed.

| Place of employment. | Number employed. | | |
|---------------------------------------|------------------|--------|--------|
| | Boys. | Girls. | Total. |
| Goldenberg's..... | 6 | 25 | 31 |
| Kann's..... | 52 | 78 | 130 |
| Palais Royal..... | | 18 | 18 |
| Woodward & Lothrop's..... | 20 | 38 | 58 |
| Lansburgh's..... | 2 | 20 | 22 |
| Saks's..... | 14 | 6 | 20 |
| Post office..... | 9 | ----- | 9 |
| Bureau of Efficiency..... | 4 | 2 | 6 |
| United States Civil Service..... | | 2 | 2 |
| Other stores and business houses..... | 36 | 39 | 75 |
| | 143 | 228 | 371 |

SALESMANSHIP.

In spite of the unusual employment situation in Washington resulting from war conditions a course in salesmanship has been tried out at the Business High School this year. This course was planned to include part-time employment in the stores and the coordination between the store and the classroom.

The full course in salesmanship offered included the following subjects:

English, 3 periods a week.

Arithmetic, 3 periods a week.

Law, 3 periods a week.

Textiles, 3 periods a week.

Salesmanship, 3 periods a week.

Color and design, 2 periods a week.

Practical selling credited as 10 periods a week.

The schedule of these subjects during the first semester was adopted to keep the pupil in school three days—Tuesday, Wednesday, Thursday—the other three days were spent in one of the stores cooperating with the school. In the second semester the plan was tried of keeping the pupil at school four days—Tuesday, Wednesday, Thursday, Friday—placing him in the store only two days. This arrangement was better for the school work of the pupils, and gave those who wished it an opportunity to take typewriting in the added hours. It was, however, another concession to the abnormal demand for typists in our city, and did nothing to promote interest in salesmanship as such.

The stores cooperating with the school were S. Kann Sons & Co. and Woodward & Lothrop during the first semester; on the 1st of February Lansburgh & Bro. made arrangements to cooperate with the school. The plan of cooperation was drawn up and signed by a representative of each of these stores. It was as follows:

The teacher of salesmanship was assigned as coordinator for this part-time work, two hours of her time being credited as study periods and set aside for visits to the stores. In these visits she made personal observation of the work of the pupils and obtained reports from the officials of the store in regard to the work.

The salary paid at the beginning of the year was \$1 a day to each high-school worker. On the 1st of December one of the stores offered a salary of \$2 a day to high-school workers during the busy season. After the Christmas rush both Kann's and Lansburgh's paid a salary of \$1.50 a day to high-school workers; Woodward & Lothrop, whose minimum salary to younger workers is lower than the other stores, has not agreed to \$1.50 as a basic salary for our workers.

The difficulties in the way of forming a salesmanship group were greater than ever before. Thirty pupils signified an interest in the course, but after consultation with parents the greater majority went back to stenography and typewriting. The number electing the part-time course at the beginning of the year was eight—two boys and six girls. Of these one boy and five girls finished one semester, four girls completed the full year of work. One girl dropped out on account of ill health, another was persuaded by her parents to take up stenography and typewriting again, the boy who did not complete a semester was a genuine case of misfit, and has since gone into an art institute. It may be well to note that of the four girls completing the course only two intend to follow the vocation of selling; business conditions in Washington and parental influence are sending the other two back into stenographic work, although one of these has shown very high ability as a saleswoman.

In making up the class in salesmanship for the three periods of the week it was found necessary to recruit it to full strength by admitting pupils who were not following part-time work. Twenty-five pupils attended this class in the first semester. Of these 12 boys and 11 girls were employed after school hours and on Saturdays at selling occupations. The class was drawn from every semester of the school and had too much the character of a back eddy for the restless and the inefficient. It was very difficult to find a common meeting ground for so heterogeneous group. The teacher also admits some share of the failure of this class to be more vitalizing; the work should be done by a teacher more highly trained to the subject, as it is one of the subjects requiring specialization, and the class felt the teacher's lack of experience. Probably the most helpful work of the year was done in December, when each salesmanship pupil was permitted, with the approval of his section teacher, to go out for two weeks of work preceding Christmas. Eight boys and 11 girls did this. In many cases the pupils worked through the Christmas holidays, and during January it was noticeable that the experience gained in the stores had been correlated to the

work done in class. It would be better, however, if such practice work could be done for a shorter time in the second semester also.

The weakness in this course for the past year has much of it been due to local conditions. It must be admitted, however, that the work would be stronger if a trained teacher of salesmanship were handling it. It is also desirable to develop some method of reaching pupils who are lost out of the other business course; the time to do this is at the end of one semester, or perhaps two-thirds of the way through it, not at the beginning of the new semester when the discouraged have already left. It is strongly recommended that if salesmanship is offered another year at the Business High School the personnel of the class be limited to pupils of the second and perhaps the third year.

Note should be made of the report of the stores that the pupils taking part-time work are too immature and not of as high grade as they hoped for. It seems highly probable that the Business High School is not the school in which to look for a development of this course, but that the other schools offer a better field for the work.

MILITARY TRAINING.

The influence of war-time conditions upon the cadet companies were both good and bad; good because they inspired a larger percentage of boys than usual to avail themselves of military training, and bad because they prompted a great many boys to withdraw from the companies either to enlist in active service or to accept employment which precluded the continuance of military training at the school.

Our three companies were organized in October with a total enlistment of 140 from an enrollment of 256 boys, while of the 90 boys that entered the school in February 75 joined the cadet organization, making the total number enlisted for the year 215. The number of boys on the company rosters at the close of the year was 155, showing that during the year 60 boys withdrew from the organization. Numbered among these were 1 captain, 2 lieutenants, and several noncommissioned officers.

It is but natural to assume that the efficiency of the companies was more or less impaired by the continual changing of the personnel, yet in spite of these disadvantages they made a showing at all times during the year deserving of commendation, and it is felt that the military training received by the 215 boys was of great importance in that it prepared them, in a measure, for real service for their country or better fitted them to discharge their duties in the employment of the Government or private concerns.

Respectfully,

ALLAN DAVIS,
Principal.

To the SUPERINTENDENT OF SCHOOLS.



REPORT OF THE PRINCIPAL OF M'KINLEY HIGH SCHOOL.

JUNE 28, 1918.

SIR: In presenting the report of the McKinley High School for the year 1917-18 I shall confine myself to some noteworthy phases of the school life that have not been dwelt upon in other years or do not form parts of other reports.

The effect of the war upon the atmosphere of the school is particularly marked. The first wave of patriotic desire to enlist having subsided and the rush to secure lucrative employment slowed down, the enrollment and attendance have assumed a more stable character and the student body a more serious attitude. Less attention has been given to social activities and more diligent effort has been put upon the essentials. Every opportunity has been taken to impress upon the students their patriotic duty to prepare thoroughly for future service. The result of these factors has been a marked improvement in scholarship. The high price of materials and the inability to secure some of our important supplies has developed a habit of economy and thrift and a resourcefulness in overcoming difficulties that are worth the price paid.

The work of the English and history departments has been vitalized and humanized by discussions of current events and the use of our Government publications on war topics. The subject matter was of vital interest to the pupil and the value of English as a tool, without which one is seriously handicapped in any profession, was soon realized. The class in journalism started this year was a splendid success. The class cooperated with the school paper with mutual advantage. Through this cooperation it has been demonstrated that a live newsy biweekly school paper can be published and sold for a few cents and be a source of income to the school.

The effect of the war upon the language department has been logical. The demand for French and Spanish has greatly increased, while that for German has practically ceased. Regardless of any legislation, the number of classes continuing German in this school would have been but two, and out of 270 applicants for admission only 1 elected German. The war has been largely instrumental in bringing about a more vivid realization that modern languages should be taught with a clearer view of their practical value and less as a cultural fringe or halo. Textbooks must be changed, methods must be revolutionized, and teachers must be reborn.

Mathematics and science have come into their own. All men are now looking to these bulwarks of civilization to solve the problems of offense and defense. Students have realized the importance of these subjects as never before. Algebra and geometry are no longer regarded as mere mental gymnastics, but are important factors in determining range and caliber. The chemistry laboratory, instead of being a place of evil smells, is now intimately associated with the idea of poison gases, gas masks, substitute fertilizers, dyes, etc. The physics work was vitalized by the study of wireless telegraphy, sound detectors, depth bombs, and gas engines, while new interest was given to the biological department in discussions of reforestation, food production and conservation, insect carriers of disease, and kindred subjects. Never before have the students seemed to realize so thoroughly that they were actually preparing themselves to meet life problems.

The effect of the war has been most keenly felt in our shops and drawing rooms, and it is in these departments that the benefit has been most marked. The tremendous increase in the cost of supplies has made it necessary to economize on material. Wherever possible, the making of exercises as such has been replaced by the making of parts intended to function in some definite place. Old material has been used to take the place of new. The machine shop has the enviable record of not having scrapped 1 pound of worked material. In order to further conserve material and labor and at the same time produce valuable equipment, these departments are now working on plans for the manufacture of a number of small machine lathes. The drawings are well advanced and are ready for the pattern shop to begin work in the fall. It is to be sincerely hoped that nothing will prevent the completion of our foundry in time to make the castings for this project. The purchase of a set of castings for a 46-inch boring mill has proved a great blessing at this time, as they have furnished material when other sources failed. This machine is about 35 per cent completed, and when finished will be a most valuable addition to our equipment. The scarcity of material has had another benefit in that it has forced us to give much-needed attention to the repair of equipment which was allowed to be neglected as long as other projects were under way. The question of supplies for these departments is rapidly assuming serious proportions. Steel used for tools, which formerly sold for 80 cents a pound, was last quoted at \$6. small tools have doubled in price, and many things are no longer obtainable.

The print shop, started this year, has been a great success and has filled a long-felt need in the school. About 50 students elected the work and have made good progress in the art. A rigid policy of no interference was adopted until the class had acquired sufficient

skill to do creditable work. By the end of the first semester the shop was prepared to do in first-class manner all the work that was requested of it. The work is well worth while, and it is to be hoped that the equipment will soon be greatly extended. Printing is one of the few vocations in which this city offers special opportunities.

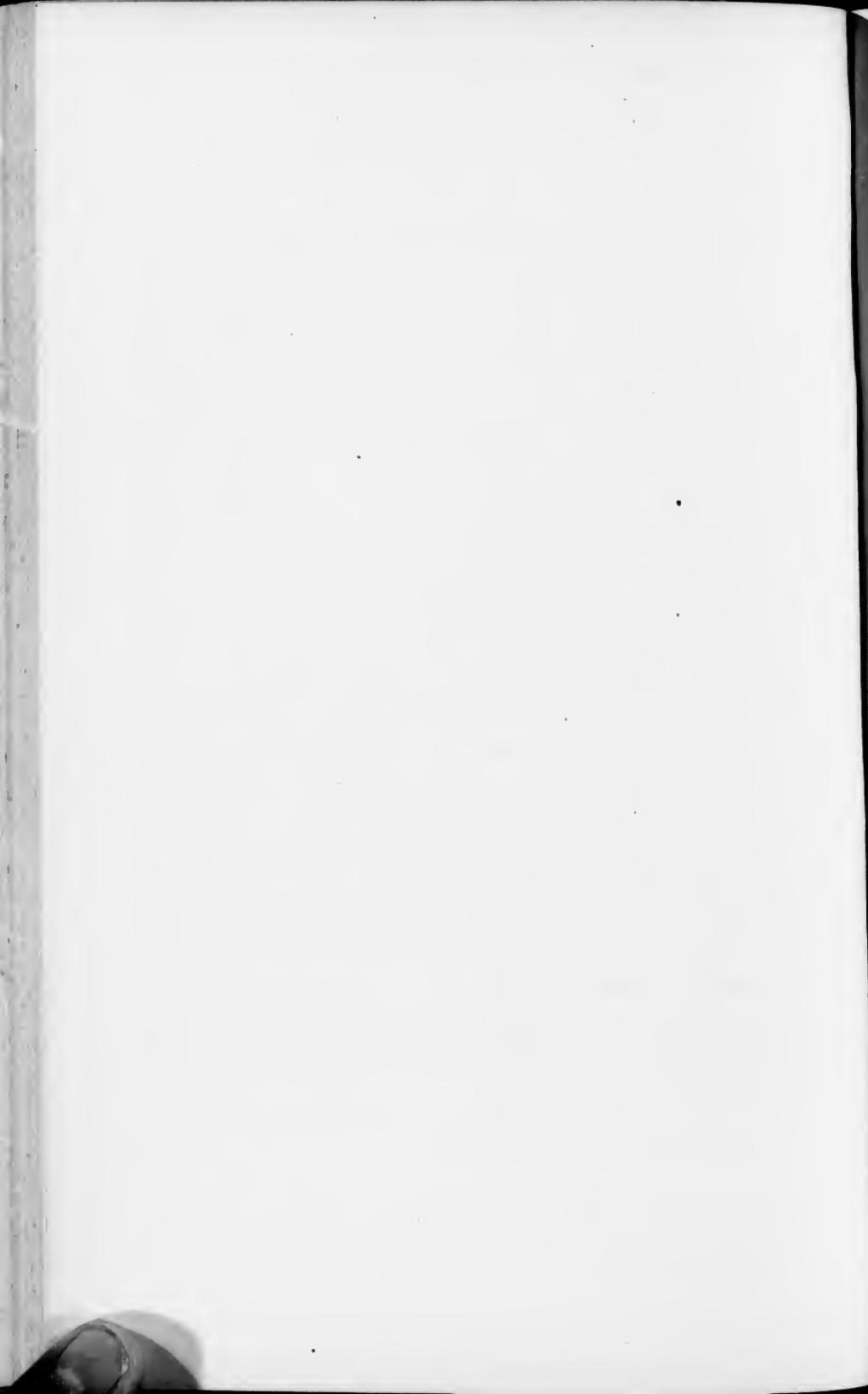
The school has been most fortunate in the appointment of Mr. W. M. Apple as physical director for boys. The need for such an instructor has long been felt. Under Mr. Apple's direction, the department has been put upon a most sound basis, with the emphasis upon proper physical development for all rather than an overtraining of a few athletes. The number of classes is entirely too great for one man, and an assistant is most urgently desired.

This report would be incomplete without some mention of the effect of the war upon the employment of pupils. The demand for graduates to fill lucrative positions has been far in excess of the supply, and constant care has been necessary to keep the insistant call from engaging too seriously the minds of the undergraduates. Inquiry has developed the fact that a far greater proportion of the school than would be expected was partly or wholly dependent for support upon work outside of school hours. At a recent assembly, in response to this inquiry, fully 400 out of an attendance of 700 indicated that they were working at regular employment. In a large number of cases the employment has been the assistance of parents in business or on the farm. The greater number, however, were engaged in drafting, electrical work, automobile repairing, chauffeurs in private families, clerks in grocery and drug stores, night messengers in Government departments, and in a few instances night employees in the navy yard and steel plant. All students have been strongly urged to give up such employment as soda-fountain attendants and theater ushers and engage in work more necessary to the prosecution of the war. The compensation offered students has been so great as to call forth considerable comment and some jealousy. Officers of a \$100 a month were not rare and anything less than \$60 was not considered.

It has been most gratifying to know that the training and ability of our students is being recognized so generally, and all credit must be given to the splendid corps of teachers, through whose efforts these results have been obtained.

F. C. DANIEL, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.



REPORT OF THE PRINCIPAL OF THE SMALLWOOD VOCATIONAL SCHOOL.

JUNE 30, 1918.

SIR: The Smallwood Vocational School has followed practically the same lines of work and the same methods as were pursued last year. The principal industrial course for the boys covers cabinet-work and its allied industries, while that for the girls covers household art and science. Progress has been made, however, in both groups. We have not confined ourselves to a single design of any one article, but have sought to improve the construction, form, and variety of our products. Our whole aim is to maintain as much flexibility in our work as is consistent with thoroughness.

The work of the print shop has developed healthily. Added equipment has made possible better work and broader instruction. There are many ways in which the print shop can be used to lighten the tasks of the classroom teachers, especially those in the lower grades, who have to prepare a great many cards for use in their classes.

The classroom work has been tempered by the world war and has been much interrupted by unusual happenings within our own city, yet it was pursued without excitement or slighting. The required work was covered thoroughly.

A point to which attention has been called in previous reports but which is particularly noteworthy at this time is the excellent attendance record and small losses through pupils leaving school for any cause. The percentage of attendance for the year 1917-18 is 93.6. This was maintained in the face of frequent absences of a considerable number of children because of religious holidays. The principal's reports show the following figures as regards the losses: First report, 132 pupils on the roll on the last day of the month; second report, 126 pupils on the roll on the last day of the month; third report, 124 pupils on the roll on the last day of the month; loss, 8. Fourth report, 137 pupils on the roll on the last day of the month; fifth report, 129 pupils on the roll on the last day of the month; sixth report, 126 pupils on the roll on the last day of the month; loss, 11.

This evidence is particularly strong at the present time, when anyone who desires and is within the legal requirements can secure employment. It proves beyond peradventure that the Smallwood type of school is more than a fad, attracting only those who are seeking "some new thing," but it fills a need in the life of a large percentage

of our school children. It answers for them the "why" for going to school.

At the beginning of this report I noted that little change has been made at the Smallwood School during the past year. The chief cause for this condition is lack of teachers. When a teacher teaches maximum classes for a full day each day of the week, he does well if he gets satisfactory results while following the beaten path. To develop new work he should be free enough from stress to plan the work thoroughly and then to follow it carefully, putting it on a solid foundation from the start. The daily teaching has left little opportunity for the development of new work.

We need more teachers and at a salary sufficient to attract those who can meet the requirements.

The work in the wood shop demands the time of two teachers. It was necessary to curtail the time of some classes this year to avoid overcrowding. This was a backward step. The work in the print shop warrants the full time of a competent man.

There is also lack of room. The wood shop uses part of the first floor hall and has neither drying room nor finishing room. The lumber stored in the basement is in worse condition when it is taken out than when it went in because of the dampness there. The basement print shop is so damp that all iron and steel implements are badly rusted. The promised portables will help solve the problem.

I am desirous of seeing the good that we possess (and there is much of good at the Smallwood) made available for other similar schools when they are opened. I am desirous of having them avoid our mistakes. To this end I suggest that teachers assigned to these new schools be detailed to the existing vocational schools for a reasonable amount of time, so that they may get into the "spirit of the game." I believe that such a move will benefit both the present and the future schools.

The loyalty and friendly counsel of my associates in this work have been constant and unstinted. Teachers and janitor have had the welfare of the school very much at heart at all times.

I wish to thank you and those in authority under you who have contributed so willingly to this work.

Respectfully yours,

F. A. WOODWARD, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE LENOX PREVOCATIONAL SCHOOL.

JUNE 30, 1918.

SIR: This has been a successful year, but, on account of war activities, it has been an unusual one. The plan of work as developed and outlined last year has been followed in the main, though, in its practical application, much of the industrial time has been given to Red Cross and other war-time activities. The school has not only done splendid work on the industrial side, but has also shown intense interest in giving also. Very early in the session the school raised the necessary amount of money to be enrolled as a Junior Red Cross Auxiliary. The large amount of thrift and war-savings stamps purchased also evidenced the keen interest of the school in patriotic endeavor. In addition to the regular work of the industrial courses, the girls made over 400 articles, such as boys' blouses, girls' dresses, bed socks, pillows, sheets, pillowcases, etc.

The number of boys in the eighth grade was less than usual on account of the great demand for labor at very remunerative rates. The training that these boys had had in the shop and mechanical-drawing department during the seventh grade made them so much more valuable than the average eighth-grade boy that their services were readily accepted in the navy yard, steel plant, etc.

In mechanical drawing, during the seventh grade, special training is given in accuracy of measurement, dimensioning of drawings, lettering, the systematic arrangement of sheets in respect to their size, etc., a fair ability in the use of instruments, and a general knowledge of working drawings. The aim for the eighth-grade classes includes the ordinary problems in projection to give practice in points of technique and to enable the pupil to master such problems in projection as he is likely to meet in practical work or to take up advanced work if he goes to high school.

In the shop, the seventh grade covers the manual-training courses given to the seventh and eighth grade pupils in other schools, and in addition lays the foundation for taking up cabinetwork and carpentry. In the eighth grade carpentry is taught by building models of buildings and parts of buildings. Cabinetmaking is taught by making tables, chairs, cabinets, etc., for school use. The use of simple power machinery by the eighth grade had been planned for the year, but we were unable to get the proper electrical connections so that the power could be turned on, though our machinery arrived early in the year. We trust that this connection will be made before the opening of school next September.

Not only were our boys denied the use of power machinery during the year, but, owing to the increase in classes in the millinery and sewing department, the boys' drawing department has been crowded out. So another room is imperatively needed next year for our drawing department. A portable building placed on the school grounds would best meet this need. I renew my recommendation of last year that a print shop be added to our equipment. For the next year, at least, this department could share the same room with the drawing department. More than 40 pupils expressed a desire to take printing, and more than half of that number expressed a willingness to take it after 3 o'clock if that were necessary in order to get a teacher.

Some progress was made this year in the extension of manual training to the fifth and sixth grades. The results in both grades gave evidence of its value.

The designing period for girls was modified somewhat this year. After the fundamental facts of color and form were taught, the principles were applied to simple problems in millinery and dressmaking for the individual pupils.

Our school is not called a vocational school for several reasons. Boys and girls of 12 years of age are not old enough to intelligently choose a vocation, nor are parents or teachers wise enough to choose for them on the basis of their six years' school training. But we do find that manual aptitudes or inaptitudes may be discovered with great advantage both in experience and in skill to most pupils and at the same time cover the fundamental academic work of the grades as thoroughly as pupils of other schools. This is demonstrated by the success of our pupils in the high schools.

During the year several pupils from other buildings were transferred to our building at the request of the pupils and their parents in order to take advantage of our industrial courses. From inquiries that have come to us, I am sure there would be many other applications for such a transfer if authoritative notices were sent to the other schools of the southeast section. Many pupils and parents do not seem to know that they can take advantage of the opportunities offered at the Lenox.

I wish to express to you and through you to the assistant superintendent, Mr. Kramer; to the supervisor of manual training, Mr. Chamberlain; to the director of drawing, Miss Wilson; to the director of domestic art, Mrs. Cate; to the director of domestic science, Miss Jacobs; and to my supervising principal, Mr. Johnson, my appreciation of the sympathetic interest that has been shown in our work here.

Respectfully,

HENRY F. LOWE, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

JUNE 30, 1918.

SIR: I have the honor to submit a brief report in my own behalf for the school year ending June 30, 1918, together with the reports of the other officers in this group of schools.

My report for 1916-17 contains many and various recommendations in reference to the colored public schools, which I would now urgently renew. In the light of the experience of the school year just closing I have been at some pains to review these recommendations myself, and I find my feeling and attitude toward them unchanged from the day when I penned that report.

OFFICE OF THE ASSISTANT SUPERINTENDENT.

The responsibilities of the office of the assistant superintendent have grown with the years. If in a matter of this kind one may speak arithmetically, I should say that in 1917-18 these duties are twice as arduous as they were 10 years ago! At any rate the work of the office plainly and unmistakably calls for the services of another clerk. Accordingly I hope that the superintendent of schools will see his way clear to advise the assignment of an additional salary to the office for the employment of a file and telephone clerk.

BOARD OF EXAMINERS FOR COLORED SCHOOLS.

Under the law the board of examiners for colored schools is composed of the superintendent of schools and two heads of department from the colored high schools. Now, these schools have possessed since 1906 only four heads of department. And not one of them was appointed with definite view to the unusual and exacting duties of the board of examiners. Moreover, it happens that the supervision of high-school teaching has always admittedly called for the services of more than four persons. Thus one officer has been called upon to supervise the teaching of both English and history, one to supervise the teaching of both ancient and modern languages, one to supervise the teaching of all the sciences. Both in the interest of high-school teaching and in the interest of the vitally important work of the board of examiners it is distinctly advisable that the

colored high schools be furnished with not four but five or six heads of department.

My own suggestion would be on this basis that the board of education appoint upon appropriate recommendation three of these heads of department to membership upon the board of examiners, each school year two to be actively employed as such members and the third to be actively engaged in teaching. On the one hand this arrangement would give the two active members full time for the service of the board of examiners. On the other, it would keep the members in close touch with the problems of classroom teaching and management, because each member would give every third year wholly to teaching.

Upon this plan the heads of department actively serving the board of examiners would have a margin of time to employ under the direction of the superintendent of schools in the scientific study of one phase and then another of the life of the schools, of one problem and then some other of the activities of the school system. For the progressive welfare of our schools few things could be more continuously stimulating and helpful than such study. For it is difficult for the active teacher, and more so for the overburdened administrative officer, to conduct such inquiries. Leisure is requisite and a certain degree of detachment.

THE TEACHERS' INSTITUTE.

Thanks to the vision and service of the superintendent of schools and to the professional enthusiasm of our teachers and officers the teachers' institute of 1917-18 proved to be one of the most instructive and inspiring of the series. For the colored schools the institute was held in the rooms of the Myrtilla Miner Normal School and the assembly hall of Dunbar High School on November 8 and 9, 1917. The program in detail was as follows:

TEACHERS' INSTITUTE FOR TEACHERS OF THE TENTH-THIRTEENTH DIVISIONS AND RELATED NORMAL AND HIGH SCHOOLS, PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA, AT THE MINER NORMAL SCHOOL, GEORGIA AVENUE AND EUCLID STREET NW., NOVEMBER 8 AND 9, 1917 (THE EVENING SESSIONS WILL BE HELD IN THE AUDITORIUM OF PAUL LAURENCE DUNBAR HIGH SCHOOL, ON FIRST STREET BETWEEN N AND O STREETS NW.).

THURSDAY MORNING, NOVEMBER 8.

Assembly hall.—9 a. m.: Address, The Junior High School in the Making (to be followed by question box), by State Inspector C. D. Knoch, Pennsylvania.

Room 22.—10 a. m.: Round table; subject, Biological Science, for teachers of science and other interested persons, by Dr. W. E. Kellicott, Goucher College.

Library.—10 a. m.: Round table, The Food Problem, for teachers of household arts and other interested persons, by Dr. Catherine Blunt, University of Chicago.

Assembly hall.—11 a. m.: Address, History Teaching and the War, by Dr. Henry Johnson, Columbia University.

THURSDAY AFTERNOON, NOVEMBER 8.

Room 22.—1 p. m.: Round table; subject, Phases of Composition Teaching, for high-school teachers of English and other interested persons, by Prof. G. David Houston, Howard University.

Assembly hall.—2 p. m.: Address, The School and the Food-Conservation Movement, by Mrs. Henrietta W. Calvin, specialist in home economics, United States Bureau of Education.

Room 22.—3 p. m.: Round table; subject, Phases of Composition Teaching, for elementary school-teachers of intermediate grades, by Prof. G. David Houston, Howard University.

THURSDAY EVENING, NOVEMBER 8.

Auditorium, Dunbar High School.—7.30 p. m.: Organ recital—Fantasia, Cole; Legende, Friml; Hymn to St. Cecelia, Gounod; Humoresque, Dvorak; Intermezzo, Faulkes; Festal March, Calkin, by Miss Mary L. Europe, Dunbar High School.

8.15 p. m.: Address, In Memoriam—Hollis Burke Frissell, by Vice Principal George P. Phenix, Hampton Institute, Hampton, Va.

FRIDAY MORNING, NOVEMBER 9.

Assembly hall.—9 a. m.: Address, Vision and the Teachers' Work, by Prof. Isaac Fisher, Fisk University.

Assembly Hall.—10 a. m.: Address, The Socializing Recitation, by Supt. William Whitney, Pleasantville, N. J.

Room 22.—11 a. m.: Round table; subject, Economic Thought and Interpretation for Public Schools, by Dr. W. E. B. Du Bois, editor of The Crisis, New York City.

Library.—11 a. m.: Round table; subject, Practical School Problems, by Dr. W. L. Bulkley, New York City public schools.

FRIDAY AFTERNOON, NOVEMBER 9.

Assembly hall.—1 p. m.: Address with lantern illustration; Posture and Conditions Affecting it, by Miss Jessie H. Bancroft, department of physical training, New York City, president American Posture League.

Room 22.—1 p. m.: Round table; Methods in Modern Languages, by Prof. William Pickens, dean of Morgan College, Baltimore, Md.

Assembly Hall.—2 p. m.: Address, Types of Teaching, by Dr. George D. Strayer, Columbia University.

Room 22.—3 p. m.: Round table; Classroom Problems, by Dr. W. L. Bulkley, New York City public schools.

Library.—3 p. m.: Round table; Preparing Teachers for Post-War Educational Readjustment, by Prof. Isaac Fisher, Fisk University.

FRIDAY EVENING, NOVEMBER 9.

Assembly hall, Dunbar High School.—7.30 p. m.: Piano recital—Coleridge Taylor, Zuleika, The Motherless Child, Let Us Cheer the Weary Traveler, Deep River: popular favorites: Narcissus, Nevin; Humoresque, Dvorak; To a Wild Rose, McDowell; The Waltzing Doll, Poldini; Raff, Rustic Waltz; Chopin, Waltz in E Minor, Fantasie Impromptu, Prelude in C Sharp Minor, Polonaise in C Sharp Minor, by Miss Mary L. Europe, Dunbar High School, Washington, D. C.

8.15 p. m.: Address, The Teaching of History, by Prof. William Pickens, dean of Morgan College, Baltimore, Md.

The plan of having the lecture followed by the "question box" gave the teachers present an opportunity to secure the views of the speaker a little more precisely than if there were no opportunity for the audience to react. But, probably the "round tables" were the most helpful exercises of the institute, for in these the teachers participated freely with the speaker in the development of the themes. The two days of the institute were both technically and in reality working days. Experience indicates that probably evening exercises should be omitted because after the earnest labors of the whole day the teachers and officers are too fatigued to attend in large numbers.

MINER NORMAL SCHOOL.

The exodus of Negro workmen and their families from the Southern States into the industrial centers of the North and West has been large since the beginning of the world war, and it continues. While the labor vacuum, created by the return of the foreign born to fight in the armies of Europe and by the enormous war orders of the belligerent powers, played a great part, it is not improbable that an earnest desire for better schools for the children made the Negro workman and his family very ready to respond to the call of higher wages in the North. And it is a fact that these northern communities have shown some anxiety to secure Negro teachers of sound education and professional training to instruct the children of the immigrants. This anxiety is now giving rise to an increasing demand for young men and women teachers such as the Miner Normal School graduates from year to year in numbers far in excess of the demand of the Washington school system.

So I am hoping that the principal and faculty of that school will give systematic attention to meeting the demand for well-trained teachers not only in the towns and cities of the Southern States but also in the industrial centers of the North. Fortunately, the school authorities of the South have recently been enlarging the resources of the colored public schools, increasing not only school terms but also teachers' salaries, and making efforts to secure teachers of higher type. Be it said that in recommending a graduate of the school for such an appointment, it is incumbent upon the principal and faculty to keep clearly in mind the special conditions that prevail in the community in question as well as the temperament and spirit of the graduate. For it is exceedingly desirable that in the sagacious distribution of the surplus graduates of our local normal school the school authorities of the Capital of the Nation serve to the utmost all the communities, North and South, that seek to find here young teachers of a higher type.

The provision in the pending appropriation bill for the District of Columbia of a \$750 basic salary to replace the \$600 basic salary

now received by teachers of grades 1 and 2 and the \$650 now received by teachers of grades 3 and 4 is most gratifying. This is a definite step in the right direction. But in reference to the work of the normal school I would point out that this means as large provision for practice teaching and method study in grades 3 and 4 as in grades 1 and 2, since the graduate may in accordance with training and aptitude be appointed indifferently to any one of these four grades.

The fact is that I am distinctly of opinion that the school administration may wisely provide the normal school with a full complement of the elementary school grades from first to and including eighth. The level salary for the first six of these grades is in all probability a thing of the near future.

During the school year I have conferred with the principal and faculty in reference to including some study of the standard tests for elementary-school subjects within the scope of the several courses in special method and to the advisability of introducing a course to deal, in a general way, with applications of statistical method to teaching. In this connection I am pleased to make mention of the fact that a member of the faculty, Mr. Eugene A. Clark, had some of the students in his classes at the school give the Ayres spelling test in grades 2 to 8 of the following schools: Lucretia Mott, April 30; Stevens, May 13; Randall, May 13; Cardozo, May 13. The several reports I beg to inclose for purposes of record.

In spite of the pressure of war conditions, I am happy to realize, the enrollment and attendance in the Miner Normal School are still ample to make practicable the needed extension of the course to three years. This reform would at once relieve the overpressure that results from the attempt to do in two years more than the time permits. And it would give every student a sounder, a more thorough training.

THE HIGH SCHOOLS.

In 1916-17 the enrollment of the academic department of the Dunbar High School was for the first semester 1,001 and for the second 1,051. The figures for the same period for 1917-18 are 1,015 and 906. On the other hand the enrollment of Dunbar's department of business practice in 1916-17 was for the first semester 160 and for the second 170, the figures for the same period for 1917-18 being 196 and 242. Of course, the needs of the Federal departments for clerks and stenographers to carry on the vastly increased business of Government accounts primarily for the comparative growth of the department of business practice, although it is also true that the facilities of local Negro business enterprise have been expanding.

The systematic enhancement of the teaching efficiency of this department is become, if anything, more urgent. I would not think of advising the faculty to follow the lead of the local private commercial schools, for the first concern of a public institution is to make men and women, citizens rather than stenographers. At the same time I see no reason why a four-year business course at Dunbar should not result in technical efficiency superior to that of the private school and this with no sacrifice of the greater values. For the sake of clearness let me repeat what I have said more than once:

My interest [in this department] is primarily due to a realization of how small is the number of colored men and women now engaged in the various forms of business enterprise and how important to the basal progress of the Negro people is the training of selected youth to increase this number.

May I say in reference to the Dunbar School as a whole that I sometimes wonder whether the scope of the institution does not in itself tend toward the treatment of the student body in the mass. The size of the enrollment necessarily results in a mechanism of administration and the large numbers of pupils in the several classes make it difficult for the teacher to maintain vital contact with each individual. It is perfectly possible, for this spacious institution, with all its facilities and modernities, to become less effective for the essential purposes of education than a superficial inquiry would suggest. We must never forget that three things make a university—a log, a boy, Mark Hopkins.

It has been suggested—and the suggestion may be wise—that all industrial arts of secondary grade should be housed at the Armstrong Manual Training School and taught there. The fact is that the two high schools are so close together that this disposition of the industrial teaching is perfectly feasible. At the same time I am profoundly convinced that by the age of 16 every boy and every girl should have acquired a certain degree of mastery over some art or craft. Definite skill of eye and hand should be acquired not by some boys and some girls but by every boy, every girl. The searching tests of the world war have made it plain that public education in America owes the duty of imparting such skill to every youth. In a word, the placement of the industrial teaching at Armstrong, if authorized, should, under no circumstances, prevent insistence that every Dunbar girl take at least one year in Household Arts and every Dunbar boy one year in Manual Arts. It should not prevent the election by Dunbar students of second or third year courses in industrial arts in which they are severally interested and for which each has aptitude.

I beg to call attention to the following table prepared by the statistician of the Board of Education in reference to the scope of the service rendered by the Armstrong Manual Training School since 1906-7:

Number of teachers, average attendance, average enrollment, whole enrollment, and number of graduates.

| Year. | Number of teachers. | Average attendance. | Average enrollment. | Total enrollment. | Number of graduates. | | | | Total. | |
|----------|---------------------|---------------------|---------------------|-------------------|----------------------|---------|------------|---------|--------|--|
| | | | | | Two-year. | | Four-year. | | | |
| | | | | | Male. | Female. | Male. | Female. | | |
| 1907-8. | 31 | 329 | 352 | 1,444 | | | | | | |
| 1908-9. | 30 | 458 | 484 | 1,660 | | | | | | |
| 1909-10. | 37 | 538 | 574 | 1,722 | 8 | 25 | 21 | 35 | 89 | |
| 1910-11. | 40 | 576 | 620 | 1,874 | 6 | 16 | 23 | 49 | 72 | |
| 1911-12. | 40 | 568 | 611 | 1,796 | 2 | 15 | 19 | 20 | 56 | |
| 1912-13. | 28 | 446 | 477 | 1,629 | | | 27 | 53 | 80 | |
| 1913-14. | 29 | 479.2 | 514.5 | 1,548 | 3 | 596 | 26 | 44 | 70 | |
| 1914-15. | 32 | 529.4 | 573.3 | 1,593 | 3 | 533 | 17 | 37 | 54 | |
| 1915-16. | 33 | 566.1 | 617.3 | 1,652 | 3 | 632 | 25 | 50 | 75 | |
| 1916-17. | 34 | 514.1 | 560.8 | 1,683 | 3 | 630 | 4 | 11 | 15 | |
| 1917-18. | 34 | 352.8 | 391.3 | 1,425 | 3 | 497 | 41 | 30 | 51 | |
| | | | | | 4 | 425 | 14 | 47 | 61 | |

¹ Includes Phelps Business School.

² Phelps Business School transferred to M Street.

³ January.

⁴ June.

The loss in the enrollment and attendance of the school is due to several causes. Among them the most outstanding are the attractions of the new Dunbar School and the high wages offered to half-baked high-school boys because of war conditions. Another reason of solid weight is the fact that in some of the industries the teaching has not been maintained at a high level of efficiency. It should be added that the absence on military duty for the United States of the principal, Capt. Arthur C. Newman, has been from the point of view of the management of the school most unfortunate, although the high example of patriotic devotion he has set is of inestimable value to the student body. As temporary principal against his will, Mr. R. I. Vaughn has done all in his power to maintain the traditions of Armstrong. And the new temporary principal, Dr. C. G. Woodson, is admirably qualified to rehabilitate this important institution. Principal Woodson will devote himself largely to bringing the teaching of the industrial arts at Armstrong up to the level of the teaching of academic subjects—and that level is not low.

THE VOCATIONAL SCHOOLS.

The enrollment and attendance of the Cardozo Vocational School for Boys suffered so seriously because of "war jobs" at high wages that the closure of the institution would have been unavoidable had not the superintendent of schools authorized the establishment of prevocational classes for boys therein. Principal F. E. Parks in collaboration with Supervising Principal John C. Bruce, worked out the new program with a great deal of care. And these officers,

the one from the point of view of the Cardozo School and the other from the point of view of the elementary schools affected, put this soundly conceived plan into successful execution. When Principal Parks responded to the Nation's call for war duty, his successor, temporary Principal N. L. Guy, took up the work where Parks had left it and in his spirit conducted the prevocational class schedule and the vocational class schedule for the rest of the school year.

Thus on June 7, the following enrollment was reported by Principal Guy:

| | Prevoca- tional. | Vocational. | Total. |
|------------------------|---------------------|-------------|--------|
| Automobile repair..... | 36 | 7 | 43 |
| Bricklaying..... | 24 | 3 | 27 |
| Carpentry..... | 40 | 11 | 51 |
| Plastering..... | 34 | 5 | 39 |
| Printing..... | 43 | 4 | 47 |
| Total..... | 177 | 30 | 207 |

Be it said that the prevocational classes are scheduled in such fashion as to give each boy an intimate survey of the nature of the several trades and industries with a view to the discovery of his own interest and aptitude. Then the boy may intelligently determine upon a particular trade for his life career, if indeed he prove to have requisite aptitude and interest. This trade he may pursue at Cardozo or upon a higher level at Armstrong. In case the boy has no industrial aptitude, but seems fitted for some literary or other career, his experience in the shops of Cardozo will in no way retard his advancement through the graded school and, in due course, into and through the high school of his choice. At the same time this literary (or other) minded boy will be a wiser man and a better citizen because he has taken a survey of several industries in terms of his own experience.

The O Street Vocational School for girls was fortunate in maintaining its enrollment and attendance. In fact, the principal and faculty were averse to the establishment in that institution of any except new vocational classes.

Both these vocational schools, it seems to me, would do well to cultivate the most cordial and intimate relations with workers in the several trades and industries. The institutions are serving industry. That service, when sympathetically made known to the men and women engaged in the trades, will be keenly appreciated. On the other hand, closer contact with the workers will react wholesomely upon the schools.

The more I study the work and the possibilities of vocational training in such a community as our own, the more clearly am I persuaded

that the only way to give appropriate industrial training to the very large numbers of boys and girls who need it to make their lives more effective and happy is by way of the compulsory continuation school. To give industrial training in what must largely be a hit-or-miss fashion to several hundreds of boys and girls is, of course, good so far as it goes. But must the thousands of our young people who are actually engaged at remunerative work go without urgent technical and other training? A year ago I said on this point:

The compulsory education act (approved June 8, 1906) requires school attendance of all children from 8 to 14 years of age. In contrast with this provision, the Ohio law makes school attendance compulsory for boys up to 15 years of age and for girls up to 16. There is every reason why the compulsory age limits of the District of Columbia should be from 6 to 16 for both boys and girls.

But there is no statute requiring any school attendance of any sort of boys and girls in the District of Columbia between the compulsory age limit and 18 years of age. Contrast with this the fact that in the State of Wisconsin the employer is required to send all his operatives between the ages of 14 and 16 for five hours of instruction per week during working hours. This law limits the aggregate number of working hours per week for these children to 48.

Says Dr. R. R. Lutz, of the Cleveland school survey:

"The years between 15 and 18 are among the most important in the life of the young worker. If left to his own devices during this period, he is very likely to lose much of vocational value of his earlier education, because he does not grasp the relation which the knowledge he acquired in school bears to his daily work. As a result, the problem of supplementary instruction at a later age, when he wakes up to his need for it, becomes much more difficult than if trade-extension training had been taken up at once when he entered employment."

And so the survey staff recommends for Cleveland as "the only practicable solution of this problem" the compulsory day continuation school for all boys and girls under 18 years of age who are at work. This recommendation is based upon the conviction that "it is practically certain that universal training for young workers up to the age of 17 or 18 will be made compulsory in all the progressive States of the country within the next decade."

In this matter it is my earnest hope that the District of Columbia will not be in the rear guard, but in the vanguard of educational and social progress.

THE ELEMENTARY SCHOOLS.

The establishment of a class for truant and incorrigible girls should be delayed not another year.

The several classes of boys of this type should be gathered into one center.

The classes for atypicals should be organized in two centers—one for boys and the other for girls.

The only adequate remedy for ineffective substitute teaching is the employment of a small paid staff under competent and intimate supervision.

Gratifying as is the establishment of level salaries for grades 1, 2, 3, and 4 as proposed in the pending appropriation bill, level salaries for the first six grades seems to me the desideratum.

Sewing should be taught in grades 7 and 8 as well as in grades 3 to 6. Cooking, now taught in grades 7 and 8, should be extended to all girls in grade 6 and to all at least 12 years of age below that grade.

A sincere experiment with the junior high school organization should be made, perhaps, at the Garnet-Phelps-Patterson School.

I earnestly hope that the superintendent of schools and the Board of Education may succeed in securing congressional appropriation for the salaries of clerks to the supervising principals.

Moreover, the responsibilities of the assistant director of primary instruction in charge of colored schools are so large and important that the provision of a second assistant to her is imperative.

THE DIRECTORSHIP OF SPECIAL SCHOOLS.

The establishment of the directorship of special schools and the assignment thereto of one of the supervising principals has to no degree lessened the efficiency with which the elementary schools as a whole are supervised. On the other hand, it has given the officer selected an opportunity to specialize in a group of problems the practical importance of which is rapidly increasing. The director should secure his annual 30-day leave of absence during the spring or the fall because of the large growth of summer activities.

The report of the principal of the Dunbar Summer High School deserves careful reading. Not only has this school proved to be markedly serviceable, but the coaching classes of elementary grade have continued to maintain a high level of efficiency. The summer playgrounds while serving the youth of the community in general have done much to correlate their opportunities with the schools. For the summer student stands in special need of recreation and systematic exercise.

The canning centers have cooperated most helpfully with the workers, whether young or mature, in school and community gardens.

And all these activities as well as the special classes of the regular term of the day schools have profited by unitary direction.

The demand for night-school instruction and training has appreciably increased. Every effort has been made under the inspiration of the superintendent of schools to discover and to meet fitly the sincere needs of the whole community. I should say that in two particulars the night schools stand in need of improvement—the attendance of students is not as prompt and regular as it must be for the best results and the supervision of the teaching must be more rigorous. Some progress, I think, has been made in both items.

NECROLOGY.

Friday afternoon, November 16, 1917, the teachers and officers of the colored public schools held memorial exercises, as is their wont, in the assembly hall of the Paul Laurence Dunbar High School in honor of the following deceased teachers:

| <i>Name of teacher.</i> | <i>Date of death.</i> |
|-------------------------|-----------------------|
| Eliza M. Thomas | November 14, 1916. |
| Maria L. Jordan | November 29, 1916. |
| Louise A. Smith | January 21, 1917. |
| Grace A. Dyson | March 2, 1917. |
| Eliza C. Johnson | March 10, 1917. |
| Rebecca B. Ware | April 21, 1917. |
| Marian G. Beverly | May 21, 1917. |
| Mary L. Martin | June 1, 1917. |

It was not inappropriate that the program was introduced by these words of Robert Browning:

All we have willed or hoped or dreamed of good shall exist ;
 The high that proved too high, the heroic for earth too hard,
 The passion that left the ground to lose itself in the sky.
 Are music sent up to God by the lover and the bard ;
 Enough that He heard it once ; we shall hear it by and by.

CONCLUSION.

In concluding this very brief report I beg to express to you, Mr Superintendent, keenest appreciation for all your courtesy and kindness.

Respectfully,

ROSCOE C. BRUCE,
Assistant Superintendent of Schools.

To the SUPERINTENDENT OF SCHOOLS.



REPORTS OF ASSISTANT DIRECTORS AND PRINCIPALS.

REPORT OF THE ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION.

JUNE 30, 1918.

SIR: In rendering a report of the activities of the primary department for the year ending June 30, 1918, the assistant director, for the sake of brevity, feels to stress that side of the work which has been most directly affected by the world war and attending conditions.

The year has been a peculiarly trying one. The stress and strain of the worst war the world has ever known, the high cost of living, an extremely cold winter, a coal famine, and an unprecedented epidemic of diphtheria in an entire section of the city operated to curtail the enrollment in the schools and to interfere seriously with the attendance of the little people. To keep children in school in certain sections required all the powers of teachers, principals, and interested outsiders, though it is gratifying to report very large schools in other sections. Ordinarily, such conditions would seriously hamper the progress of the children, but strange to say it has had the opposite effect. Teaching this year was on a higher plane than ever before. Real live issues, bristling with interest and illumined by the children's personal experiences were always uppermost in the classroom; values were selected, weighed, and accepted so that there was no place for formalism. Child development played its rightful part in the class, and lesson teaching was less in evidence.

SERVICES OF WAR VALUE AND TEACHING CONNECTED.

The activities connected with the war, such as the Red Cross membership, contributions, and work done for the soldiers; buying thrift and war savings stamps and Liberty bonds; production and conservation of food not only provided the opportunity for the creation of ideals of service and self-sacrifice, but made it possible to do stronger and more comprehensive teaching. All exercises were interpreted in terms of the war and its needs, as far as possible.

LANGUAGE AND LITERATURE.

Morning talks have not always served the ends for which they are designed; too frequently the child is denied the chance to think and express his thoughts, but must accept the thought prepared by others, which naturally results in artificial expression. War activities altered this condition. Children's experiences have been touched, and they are thinking for themselves and hungering for more and more information. This brought about the give-and-take recitation, with the teacher subordinated to her proper place in the classroom. Clear thinking on the part of the child and full correct expression of the thought were secured as a result.

GEOGRAPHY.

Through training camps, trench conflicts, submarine activities, opportunities have been employed to give the children of our department a better and more

appreciative comprehension of the world and its people. Interest in the camps throughout the country enabled teachers to present under proper conditions the things worth while about the State as well as the section of the country concerned. The English, French, Italian, and other allies in Europe were used to a better knowledge of nations, countries, and continents. This continent made easy approach to others. Children usually class oceans and rivers in the same group. Talks on the submarine and the destruction wrought and where, enabled us to clear away false notions and open up the wide expanse of water as never before.

NUMBER.

The enormous sums of money now being appropriated and expended by the nations at war hint strongly the necessity of everyone having a thorough knowledge of money used not only in his own country but in the countries allied. The department has stressed this need and urged that every child above the first grade be given such acquaintance with the currency of the United States that he shall know denominations and their relative value, and shall be able to read and write money correctly. The teachers of the department cooperated splendidly and brought about excellent results. Tests made show that the children possess both the skill to write their money and the power to intelligently apply the use to practical daily needs.

The preparation in writing was carried over to everyday problems. Practice in the purchase of thrift and war-saving stamps, Liberty bonds, keeping accounts of Red Cross collections and war-garden profits, and finding amounts saved or lost in delaying investments in war-savings stamps gave abundant opportunity for acquiring proficiency in the fundamental operations. Situations were furnished and children were required to meet them successfully. Most gratifying results were obtained.

DRAMATIZATION.

The teachers of the department did some very commendable work in dramatic expression. The aim dominating the department is to divorce dramatic play from formalism and routine. In order to further this end a committee of artistic teachers, representing all grades of the department and embracing all schools, was formed in November. The purpose of this committee was to stimulate and raise the standard of the drama. Each member of the committee was assigned to certain points to observe play in the classroom, to give helpful suggestions and at the regular meeting of the committee give the body the benefit of his observations. Schools in which good work was done and exceptionally talented children were selected for more advanced stories and more difficult parts. Our plan to have a public play for the benefit of the children of the department in order to inspire them to better effort was miscarried because of the heavy demands made upon the teachers for calls more pressing. Chubb's Festivals and Plays and Gesell's Normal Child and Primary Education were used by the committee and the primary teachers as inspiration and help to higher standards. We feel forced to commend these books to any teacher who is in search of light in her profession.

I can not commend too highly the teachers of this department for their earnestness and loyal support at all times. Not only are they willing and ready to put forth heroic efforts to give the children the very best they have to give, but they are studying all the time to better fit themselves to give more and better instruction to them.

And last I wish to express my grateful appreciation to you, the assistant superintendent, and the official corps generally for encouragement and consideration at all times.

Respectfully,

E. F. G. MERRITT,

Assistant Director of Primary Instruction.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF ATTENDANCE OFFICER FOR THE COLORED SCHOOLS.

JUNE 30, 1918.

SIR: I have the honor to submit herewith a report of work in this department during the school year ending June 30, 1918.

| | Male. | Female. | Total. |
|---|-------|---------|--------|
| Cases of truancy reported..... | 288 | 48 | 336 |
| Cases of absences reported..... | 1,003 | 489 | 1,492 |
| Cases of nonattendance reported..... | 34 | 27 | 61 |
| Cases found by attendance officer..... | 76 | 30 | 106 |
| Truants returned to school..... | 162 | 46 | 208 |
| Absentees returned to school..... | 878 | 436 | 1,314 |
| Nonattendants entered school..... | 34 | 27 | 61 |
| Found by attendance officer, entered..... | 76 | 30 | 106 |
| Visits to schools..... | | | 672 |
| Visits to parents..... | | | 1,356 |
| Visits in interest of work..... | | | 37 |
| Reported by immigration bureau, New York..... | | | 1 |
| Reported by bureau of compulsory education, Philadelphia..... | | | 1 |
| Cases referred to chief medical inspector..... | | | 10 |
| Cases in court..... | | | 40 |

The results of the work in this department during the year have been most gratifying. While it is true that marvels have not been wrought relative to the quality of service, yet there has been marked improvement in extension of the educative, administrative, and executive phases of the work.

This has been due to some extent to the good effects of specialized activities in the graded schools, but in greater measure to the increase in the working force. The efficient service rendered by the chief medical inspector has resulted in the prompt adjustment of cases such as have hitherto caused great delay because of the poverty, indifference, or antagonism on the part of the parents and avoidable delinquencies of certain physicians. As a result, pupils whose qualifications for admission into the graded schools were doubtful and whose enrollment was frequently long delayed, were promptly assigned by the chief medical inspector to the graded, fresh air or tubercular schools, thus expediting enrollment and facilitating the work of the attendance officer.

The addition of an attendance officer to the working force of this department has been fruitful of improved conditions. The extensive area has been more thoroughly covered than was possible heretofore, and a judicious division of duties and responsibilities has favored a clearer definition of scope, greater facility of administration and more satisfactory returns. Of course, the efficiency of this department in its effort toward a full realization of the benefits of the compulsory education law must depend upon the limit of the necessary working force, and there is reason to hope and expect that the requisite additional force will soon be supplied.

It is pleasing to state that the patrons of the schools are demonstrating a clearer apprehension of and fuller accommodation to the letter and spirit of the compulsory education law and are more cheerfully cooperating with the

attendance officers in the effort to secure the largest possible enrollment and the highest percentage of attendance. In this connection it is but fair to state that the parent-teachers' associations, the community centers, and such adjunctive agencies as the Sterling Relief Association, a body organized for the relief of indigent school children, and including in its membership a large number of our teachers and school officials and many other public-spirited men and women of this city, have exerted wonderful constructive power and influence and accomplished much toward bringing the community at large in closer touch with the school system, by which this and other departments of educational activity have been rendered more effective. I beg leave to recommend the establishment of an ungraded class for girls. The more extensive my experience and observation become, the more I am convinced of the soundness of the position I have taken upon the subject. By reference to the report of last year, it will be seen that there has been an alarming increase in cases of female truancy during the present year, that of 1917 being 22 cases while the year just closed shows a total of 48 cases. A measure of this increase may be referred to the existence of war conditions which favor the wholesale gratification of an abnormally stimulated impulse among all classes, ages, and sexes, to take advantage of the attractive inducements which high wages for common labor offer. But systematic, painstaking, and patient investigations have developed that other causes such as indifference, willful disregard of parental wishes and instructions, and the inoculation of schools by recalcitrant, truant, and delinquent female pupils, constitute by far the prevailing sources of female truancy. For my part I am confident that the establishment of ungraded classes for girls will be fully justified in the speedy removal of sentimental objections and the salutary effect such classes will have upon the conduct of the graded schools.

This department hereby gratefully acknowledges its deep appreciation of the courtesy, kindness, and immense helpfulness extended by the superintendent and his immediate assistants; also of the cordial cooperation of the teachers throughout the corps.

Respectfully,

IDA G. RICHARDSON,

Chief Attendance Officer, Divisions 10 to 13.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF SUPERVISING PRINCIPALS, DIVISIONS 10 TO 13.

JUNE 30, 1918.

SIR: I have the honor to submit for the supervising principals of the tenth to thirteenth divisions, inclusive, a brief report of the work for the year ending June 30, 1918.

Unusual and extraordinary demands have been made by the exigencies of war upon the citizenry in general and upon our teachers in particular. The spirit of devotion and self-sacrifice with which our teachers have met to the fullest extent these various and innumerable demands calls for the highest commendation. To the teacher, as never before, has fallen the lot to immediately awaken into activity the inherent though dormant spirit of patriotism; to immediately and impressively inculcate the habits of thrift and economy; to become the clearing house for the distribution and for the interpretation of propaganda of the administration that democracy shall be triumphant. How well this has been done is yet to be seen.

Teaching must always proceed on the assumption that its test is to be found not in the immediate product which it sends from the classroom, but in the wider circles of influence which it will exert on the days and the activities that are to be. Our teachers have been equipping human souls for life's service. They have not placed so much emphasis on scraps of knowledge given from day to day, as upon fiber of character which is built for all years to come. They have constantly and consistently trained the children under their care to form, fasten, and fix right habits of thinking, doing, and speaking.

The difficulties under which they have labored this year would have been to any other group less tried, less true, practically insurmountable. That they were able to advance their classes in the face of the incessant interruptions and ever-increasing demands is in itself little short of the marvelous. Their resourcefulness, their aptness in carrying out directions and receiving suggestions, their exhibition of noble character, and true professional spirit is worthy of a more facile pen to sing their praises. The teacher of to-day is the most potent force in spreading those ideals, in creating those ideals which will eventually "Make the world free for democracy."

The meetings with principals and teachers have been held as heretofore. The very best efforts of all concerned have been given unstintedly to maintain the high degree of efficiency which has characterized our schools. At these several grades meetings and principals' conferences not only have the courses of study been interpreted in the light of present-day happenings but have been correlated with the same. Emphasis has been placed on current history and place geography, and the stupendous part this Nation is playing in the "Tragedy of the ages." There also took place discussions on current educational thought. The supervisors endeavored to give the teachers a richer and deeper insight into the literature of their profession, tried to develop and inspire in them a desire to meet immediate problems of the classroom in a thoroughly modern and practical attitude of mind and in a spirit in keeping with the best traditions of their vocation. Detailed and definite aims were set, several standard tests were given, and the teaching situation diagnosed by the results of those tests.

It was thought by some that a slight decline might be noted in academic attainments due to war activities. I am of the opinion, however, if such be the case, that it is more than compensated by the real price of labor, knowledge, and virtue; real exertions of the mind in obedience to pure motives. Cause and effect, means and ends, can not be severed. So do we put our lives into every act.

Early in the first semester of this year prevocational classes for boys were established at the Cardozo Vocational School. The wisdom of this action has been amply exemplified by the successful results obtained. These classes have partially solved the problem of keeping in school many restless, practical-minded boys above 14 years of age. Here 200 boys of the grammar grades were daily given opportunity to realize on abilities of which they were as yet unaware, to awaken unknown possibilities, to develop usefulness to a high degree. Here, too, they were brought into contact, as nearly as possible, with conditions that obtain in the world of labor. Five periods per week of 90 minutes each were given in industrial activities, the remaining time being spent in academic studies. The program was so arranged that no major subject was neglected and the boy could be transferred to the regular course at any time on the request of his parents.

Approximately a thousand children in our four divisions, remaining in school during the year, were engaged in outside work for pay before and after school hours. They were engaged in many lines of endeavor, namely, for boys—

errand boys, gardeners, messenger service, selling papers, helpers in barber shops, drug stores, automobile shops, etc.

The girls have done some line of housework.

To my mind the extra work has not seriously affected either their scholarship or their health.

During the course of the year five centers were opened for community work, viz: Birney, Dunbar, Garnet, Miner Normal, and Randall. These centers are performing an invaluable social service in the respective neighborhoods where located. More thought and study are given to public education and an increasing value is placed upon the school as a social institution and as an agency for efficiency training. When the value of community-center work is more fully realized it will relate itself logically to our educational work—becoming a certain means in the fulfillment of its purpose. While we are not completely supplied with all facilities, these will come, however, as a result of time and effort.

It is with the sincerest regret and the deepest emotion that I record the death of James E. Walker, late major in the National Army and former supervising principal of the thirteenth division. At one fell stroke the schools, the community, the country, lost a peerless leader, an indefatigable worker, an eminent scholar, and a finished gentleman.

The only other death recorded for the year in our divisions is that of Mrs. E. T. Jones, who died soon after her appointment to the schools, at the very beginning of a useful career.

In conclusion, we wish to express our appreciation for the cooperation and wise counsel courteously extended by your office in our endeavor to promote the interests of the schools in our several divisions.

Respectfully submitted.

JOHN COBURN BRUCE,
Supervisor, 13th Division.

REPORT OF THE ASSISTANT DIRECTOR OF MUSIC.

JUNE 30, 1918.

SIR: I have the honor to submit the annual report of the department of music of divisions 10 to 13, inclusive, for the school year ending June 30, 1918.

Persistent effort on the part of the music department with the cooperation of the classroom teacher is responsible for the marked progress in the work of the year.

Individual work throughout the system has been the keynote of our effort. At the opening of school, a test was made for the purpose of listing monotones and unmusical children. These children have received special attention and the work of the elimination of this list has progressed with gratifying results. Our aim is to encourage every child to sing. We are looking forward to the time when the entire community will be a singing community.

The graded-school orchestras, though organized only last year, have done very satisfactory work. They have been called upon and have appeared on programs at parents' meetings, commencements, and school entertainments. However, we are in need of additional orchestral instruments and also a regularly appointed teacher to give instrumental instruction.

The second annual Christmas carol service was produced with success at the Dunbar High School. Classes from the kindergarten through the normal school contributed to the program. An additional feature this year was the teachers' chorus. The vested choir of 100 boys bearing lighted candles was effective.

Special classes were organized for the purpose of giving free instruction in theory and instrumental music to the talented children of the public schools who would not otherwise pursue the study of music. A number of piano teachers in the community kindly volunteered their services to assist the department in this movement, the object of which is to lay a foundation for an advanced high-school course and to lead toward the completion of a course in some standard school of music.

The teachers of the department have been active in conducting community singing at the various centers, presenting songs including patriotic and Negro folk songs. We hope to supplement this by class work in theory and music appreciation.

Permit me to extend thanks for official courtesies and counsel.

Respectfully,

JOSEPHINE E. WORMLEY.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF DRAWING.

JUNE 30, 1918.

SIR: I respectfully submit a brief report of the work accomplished in the drawing department for the year 1917-18.

The annual report is usually more or less a repetition of the proceedings of the previous year with varying developments resulting from circumstances or different methods of presenting standard subjects.

Teachers and pupils appreciate seeing old subjects presented in new ways. A course of study must be flexible to the extent of keeping up with the spirit of the times. The past school year, the most remarkable in the history of the schools, met the issues of the times with splendid, unified zeal. The spirit manifested by teachers and pupils in answer to the call of patriotic endeavor entitles them to special mention. The pupils were eager to express their enthusiasm in some tangible way. Drawing, the ever available and appreciative way of expressing thought, especially by children, was never so much appreciated as a graphic language as during the past school year.

The spirit of the times gave abundant material for real and imaginary pictures that fostered thought and self-expression. Many pupils of all grades gave evidence of personal power worthy of special encouragement. It is to be regretted that all pupils, especially those showing exceptional ability, can not have the benefit of seeing and studying good examples of fine, applied, and commercial art, assembled in convenient centers to be visited occasionally for general instruction through short lectures and demonstrations, especially instruction in commercial art, which ranks as one of the important arts of the present, and which will become more so in the new demands after the war shall have been superseded by rational endeavor for better world conditions.

A very interesting and profitable way of encouraging self-expression was developed by the following process: Pupils in a class were asked personally to state how they obtained money for the Red Cross. The answers were varied and interesting. In one section of the city, where conditions are not favorable, the answers in many cases were pathetic. The spirit manifested by the children of that section must be recorded, not only as a matter of praise but as one of example by way of personal sacrifice. Teachers in that section relate many instances of loyal sacrifice on the part of poor little children under their care.

After a visitor had questioned the pupils in one of these schools, the teacher said: "Mary, you did not tell about the eggs." A delicate, forlorn-looking little girl arose and said timidly: "A lady gave me three eggs; I sold them and gave

the money to the teacher for the Red Cross." The visitor asked: "Mary, why didn't you eat the eggs?" The answer was, "I wanted to give the money for the poor, wounded soldiers."

In addition to the above, a formal course, in keeping with current thought and Government suggestions, was developed from the first through the eighth grade—thrift-stamp designs; war-savings stamp designs; food-conservation designs; Red Cross designs; pictures of gardening, pictures of vegetables and fruits; and landscape-gardening pictures—all were included in the course.

An interesting feature of the course was product charts, showing some of Uncle Sam's resources. Forty-eight charts were made, each representing a State. A star and the date of admission of the State into the Union were placed at the head of each chart; and the most important products of the State were pictured in the space below. These charts were of interesting correlative value with history and geography and were highly appreciated.

Perhaps the most valuable lessons, in a general way, were those taught through the drawing of service shields. Large service shields of special design were furnished for each grade and were copied for the first four grades by the regular teachers of those grades. The spirit and manner in which the teachers made them is worthy of commendation. A message to the school accompanied each shield. The shield was placed upon the wall and the message was read to the pupils.

The fifth, sixth, seventh, and eighth grade schools were provided with similar shields. All pupils made copies of the shields. The following third-grade message is typical of the messages for the other grades, with varying changes according to the grade:

THIRD GRADE.

My name is Shield. I have come to your school dressed in red, white, and blue. My pretty white star has five points, and it wants you to remember five things: Obedience to your parents, obedience to your teacher, cleanliness, industry, and kindness to all people and to dumb animals. My pretty blue dress tells you to speak the truth; my big white star stands for purity, my red border for bravery, and the large white "S" for service. Service means doing kind things for other people; it has seven letters. Let us see what each letter will tell us to do:

- S—Study your lessons.
- E—Errands should be promptly done.
- R—Remember what you are told to do.
- V—Violence should be avoided.
- I—Improve.
- C—Contentiousness should be shunned.
- E—Excel.

Note to pupils: See if you can find some other words beginning with these letters that will help to make you real good boys and girls, so that you may grow to be men and women who will give good service.

Note to teachers: The teacher may help the object of the drawing lesson made by the pupils in connection with this shield by impressing the value of kindness, truthfulness, and other good qualities, thus helping to form habits of home, community, and State value.

With best wishes,

SHIELD.

Large heart-shaped designs were drawn and painted in red, white, and blue. These were attractive to the children, and the design was named "Uncle Sam's

heart." Some of the distinguishing marks of Army and Navy officers were drawn and painted. The American and allies' flags were painted. Many other lessons along the same line were developed in various ways.

The customary cooperation extended to the special teachers of drawing by the regular teachers was sustained in a more decided manner than usual, owing, no doubt, to the unusual interest occasioned by the spirit of the times. They worked together in a very commendable and profitable way, thus stimulating pupil interest and mental development and bringing about good practical results.

The normal classes gave very satisfactory results. The seniors gave promise of making good teachers. If the effect of their contact in the business world equals the impression made in the classroom, their success is assured.

I report with pleasure the support and faithful services of my assistants. To all officials I extend thanks for every act of help and kindly encouragement.

Yours, respectfully,

T. W. HUNSTER,
Assistant Director of Drawing.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT SUPERVISOR OF MANUAL TRAINING.

JUNE 30, 1918.

SIR: The school year just closing has been a very active one on the part of both teachers and pupils. Many demands have been made for assistance in war activities. These have been well responded to.

The department was seriously handicapped because of the coal shortage during the winter. In several of the shops, which are located in basement rooms, the progress of the work was seriously interfered with.

The difficulty experienced in obtaining the delivery of necessary material to properly carry out the work of the department, compelled the shop teachers to exercise the greatest care and economy in the use of materials on hand, in order to avoid serious embarrassment.

In spite of these drawbacks, efforts were made to do some work of a special nature outside of the regular routine. In eight of the shops the group system was employed in the making of kitchen cabinets for the department of domestic science. As many boys as could conveniently do so were permitted to assist in some way in the making of the cabinets. Each boy assigned had some part of the work to handle. The part done by the individual boy on the cabinets served a double purpose. It took the place of the purely formal exercise and also became a part of a serviceable article. These cabinets are worth at least \$30 each. They are to be used in connection with a housekeeping apartment now being fitted up in the M Street High School building.

This class work is to be gradually increased in the shops and useful articles made for the departments of domestic science and domestic art.

With the low salaries offered to teachers of manual training, and the many inducements from the outside to skilled labor, there is little attraction now for the boy to enter the manual-arts course of the normal school. This condition can only be met by an attractive salary schedule.

Much credit is due those conscientious teachers who have made necessary sacrifices in order to assist in carrying to a successful conclusion the work of a very strenuous school year.

For the support and consideration given me by the school officials and teachers I am most grateful.

O. W. McDONALD.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF DOMESTIC SCIENCE.

JUNE 30, 1918.

SIR: I beg to submit herewith a brief report concerning the work of the domestic-science department for the year 1917-18:

Extra duties and unusual demands have made this past year a very hard one. A severe winter with its effect upon the heating and the plumbing, extra work, and the wider use of equipment because of war conditions has tested the patience and the resourcefulness of the teacher. However, in spite of the added duties and greater responsibilities, the year has proven to be one of the most profitable for this particular department.

Food and fuel stood out very prominently before the public during this past year. Economy in the use of both had to be emphasized as never before.

Because of the serious food situation it became necessary to rearrange the entire course of study. Under normal conditions the aim has been to teach such as would fit plain, practical home conditions. Good bread, both wheat and corn, well-cooked cereals served with fruit, the attractive service of well-cooked cheap cuts of meat with simple salads and desserts was the foundation of the work. The planning and cooking of simple meals and the service of the same was also a part of the work. Keeping in mind that the majority of the public-school children come from humble homes and moderate circumstances, the work has always been planned to meet this need with the added thought of teaching lessons of simplicity and good taste to all classes.

But normal conditions no longer exist. As soon as this was fully realized and definite plans were made every teacher in the department took hold of the situation and proceeded to do her bit in school and out of school.

Plenty of literature on the subject of food conservation and much help was obtained from the local food administration and from the many prominent women of our large eastern and western colleges who are working in Washington with the Federal Food Administration.

Dropping all regular work, attention was given to the needs of the hour, and many practical suggestions as to the use of available material were sent back to the homes through the children. Conservation of sugar and fat was dwelt upon. The candy lessons at Christmas time were omitted, only those being given in which molasses or sirup could be used. Fried foods were discouraged. Meat substitutes of various kinds were taught, and many interesting reports were brought back as to their reception in the home. Many parents were interested enough to send for recipes. The wheat and cereal situation was met, and the making of breads of various kinds was taught.

This practical work was supplemented by the work of the grade teachers. Many of them attended a series of demonstrations given especially for them by the teachers of domestic science. They became interested, gained an insight, and helped to drive home through their academic work, many lessons of thrift and economy as well as of service.

The assistant directors of primary instruction and penmanship helped the situation very materially by their interest and cooperation. During the "potato campaign" the subject was presented to every teacher from kindergarten to normal and to all high and normal school students. They in turn were requested to send the message back to the homes in every possible way.

Realizing the necessity of reaching as many homes as possible, the domestic science teachers gave of their time and services very freely, establishing war kitchens, giving demonstrations, and assisting in as many activities as possible. Altogether it has been a year of service. Through it the teachers have been drawn closer together and out of it much good has come. In addition to the

great big patriotic lessons, many have been taught that perhaps could not have learned in any other way; lessons of dietetic as well as of financial value, the one often outweighing the other.

Publicity and necessity has awakened an interest in a very vital subject, and now, as never before, does one realize and appreciate the value of a knowledge of food values. The work in the garden and canning centers of last summer had much to do with this awakening of interest. A knowledge of their value in the diet, in addition to the convenience of having a closet well filled with canned vegetables and fruit during the winter, more than repaid the women for their trouble.

Many calls have come this year for young women demonstrators in connection with the extension service, for young women to take charge of the cooking in lunch rooms, in homes, and for waitresses. Good salaries have been offered. Well-balanced menus ought to be planned and served to the children in the special schools, and for this we need trained young women. The lunch rooms, and there ought to be more of them, need trained women.

The public being thus awakened and the opportunities presenting themselves to our young women for trained, intelligent, well-paid service in this line of work, imposes upon us as teachers a great responsibility and presents a wonderful opportunity to those who have the vision.

What has been accomplished this year has been due largely to the loyal co-operation of my assistants in graded, high, and normal schools. We have been encouraged and inspired by your kind consideration and courtesy. We appreciate also the keen interest shown in our work by members of the board of education.

Very respectfully,

JULIA W. SHAW,
Assistant Director Domestic Science.

REPORT OF THE ASSISTANT DIRECTOR OF DOMESTIC ART.

JUNE 30, 1918.

SIR: For several years past attention has been called to the necessity of introducing sewing into the seventh and eighth grades. Nine such classes have been working since February.

Never has the time been more opportune for instruction in economy and thrift. The war and the consequent high price of material has given great impetus to the utilization of old material.

Under intelligent and constant direction the valuable lesson of thrift, which can never be overestimated, was taught the girls in these experimental classes.

Articles and garments, which were brought from the homes of the pupils, were patched, darned, ripped, remodeled, and remade. With these problems they learned how to care for and repair clothing so that they would give full service.

The following subjects were discussed in class: Proper methods of washing different materials, removal of stains, appropriate dress for children, emphasizing the simplicity of material and design, that which is most hygienic and that most suitable for various occasions, combinations of materials, reasons for using certain materials, and the best materials at least cost.

The course of study which has been fitted to the individual needs of the girl was supplemented by the call of our great national and patriotic movement.

The material which was furnished through the Junior Red Cross fund was made into garments for the refugee children by the sixth, seventh, and eighth

grade pupils. The fundamental principles were carried out in the making of these garments instead of on articles which each girl heretofore made for herself. This lesson was most helpful, because it taught the pupil to do for others, thereby breaking down the spirit of selfishness. It is planned to do more of this work in the future.

The making of these garments entailed additional responsibility upon the teachers, which was loyally undertaken—each doing her bit.

The success of this year's work depended largely upon the hearty cooperation and loyal support of the teachers. Besides carrying out the regular course of study 360 garments were cut, 1,426 were supervised, and 236 were made by the teachers. This included work done for the National and Junior Red Cross.

EVA F. WILSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF PHYSICAL TRAINING.

JUNE 30, 1918.

SIR: With the object in view of having more schools do daily physical training, and, in every case possible, that training out of doors. I submitted to the principals of each elementary school a plan which if followed would have every class in a building exercising at the same time in its classroom or in the school yard.

The plan met with the approval of many of the principals, and where the work was done regularly, as planned, soon became very popular. The children marched to their respective places in a very short time. The work was more recreative, which ought to be the basis of all physical training for children. Physical training was carried on out of doors for a much later period than ever before.

The teachers soon saw the wisdom for leaving the schoolroom for any available better place. They found that exercises done in a classroom with seats and desks became different exercises when taken in the open with more space. The children went to and from their places so quickly that the teachers' only objection to going out—loss of time—was removed. For the teacher whose every minute is full might hesitate to make any extra effort in order that a 15-minute period would be more attractive, and this brings me to the matter of time.

Teachers of physical training have been agitating for a long time that 15 minutes a day—about 48 hours a year—and that is a small amount of time when physical training is done daily, is entirely too little; that this short period only argues the unimportance of physical training rather than the importance. It was not so surprising to the teachers of physical training that 77.3 per cent of the applicants for enlistment during a part of the period from 1914 to 1917 were found physically defective. W. A. Stecher, in an article entitled "Enlightenment needed," says:

"What we need most at the present time is a campaign of education that will influence State legislatures to prescribe an hour a day for physical training and health instruction for all pupils in public and private schools."

With some few changes in the method of teaching and supervising the regular teacher's work made necessary by the "one period for physical training," the work was similar to that of previous years.

The posture test received a new impetus after a talk, with illustrations, by Miss Bancroft, New York, at the teacher's institute. Nothing could have been more helpful along that line.

The playgrounds for the summer of 1916 were increased from five to seven. The work was most successful. The one proving most interesting, perhaps, was at Garfield, a school in the country. The children picked berries or worked on the farms all morning but appeared fresh and clean at 2 o'clock to do fancy work, play games, and dance until 7 o'clock. They showed no fatigue from the morning's work. These little children did not understand that the greatest efficiency lies in the path of happiness. They could not understand that this same playground work was using the same muscles, and working them just as hard, as they had been worked in the morning.

I can not close without making a plea for a longer time for physical training and a suitable field for our activities.

The physical training for all the children in the tenth-thirteenth divisions, high and normal schools, is conducted by one assistant director of physical training, three teachers of physical training in high schools, and four teachers of physical training in the graded and all special schools.

Respectfully submitted.

ANITA J. TURNER,
Assistant Director of Physical Training.

REPORT OF THE ASSISTANT DIRECTOR OF KINDERGARTENS.

JUNE 30, 1918.

SIR: I have the honor to submit the following report for my department for the school year ending June 30, 1918:

During the year two educational experiments were made. They were as follows:

1. *Free choice of materials.*—After the children had become acquainted with many of the materials and activities of the kindergarten, one period a week was allowed for free selection of material or activity. The aim was to find out individual preferences and how these preferences would be expressed in constructive effort. Many interesting discoveries were thus made. The tendency was in the direction of cooperation, particularly with the building blocks and stories.

2. *Use of kindergarten floor blocks.*—These blocks are of sufficient size and number to permit children to make houses large enough to play in, chairs large enough to sit on, and other structures more real than are possible with the more limited gifts. They contributed largely to the joy of the kindergarten which was their happy possessor.

WAR ACTIVITIES.

In addition to participation in the Red Cross activities of their own building, the kindergarten teachers formed a Red Cross auxiliary, which knitted sweaters, helmets, scarfs, wristlets, and socks for the soldiers. A number of them also assisted other units doing war relief work of various kinds. Each put forth a sincere effort to do her part in carrying the burden imposed by the war.

The extremely high cost of living without corresponding increase in wages has had the effect of decreasing the kindergarten enrollment to an appreciable extent. Investigation showed that many parents with large families and inadequate income were unable to provide all their children with decent and comfortable clothing for school, hence the needs of the child of kindergarten age were subordinated to the needs of those affected by the compulsory education law. This situation was considerably improved by the efforts of the Prudence Crandall Association, which furnished shoes to a number of kindergarten children. The teachers of the department aided this worthy charity by sales of

candy, the proceeds of which were donated to the Prudence Crandall shoe fund. They also contributed many articles of clothing which enabled children to attend school who otherwise would have been kept home.

The weighing and measuring tests conducted by the Children's Bureau, revealed valuable and timely information which it were criminal to neglect. Records of this test showed a very considerable number of our children to be below weight and height, which seems to indicate a lack of proper nourishment. Proper feeding of young children has always been emphasized at our mothers' meetings, but unfortunately many mothers are too busy to attend. We, however, feel it our duty to cooperate in every possible way with the doctors and nurses engaged in this life-saving crusade. Since all may not be reached through meetings, house to house visiting is imperative.

The war has been the means of developing thrift in the kindergarten children, through the thrift-stamp campaign. Many of them have purchased the thrift stamps with their small savings and pocket change, and have been the means of inducing their parents to do the same. A notable outcome of the thrift teaching has been the marked improvement in the cleanliness and tidiness of the children. Evidently the increasing cost of clothing has led parents to greater care in keeping the children's clothes clean and whole in order to make them last as long as possible. In my opinion the influences generated during this past year will result in further efforts to assist in improving the childhood of our community that will have a beneficial effect long after the evils attendant upon this war are overcome.

Very truly, yours,

N. T. MYERS,

Assistant Director, Kindergarten Department.

To the SUPERINTENDENT OF SCHOOLS, Washington, D. C.

REPORT OF THE ASSISTANT DIRECTOR OF PENMANSHIP.

JUNE 30, 1918.

SIR: Permit me to submit the following report of the work of the department of penmanship for the school year ending June 30, 1918:

Since last year our country has become involved in a terrible war. Hundreds of our boys have joined the colors, and no doubt a good many more will be called. How necessary now does a plain, legible handwriting seem to all in the service! And, as never before, the importance of training for efficiency, present and future, is being manifested.

Much of importance has been accomplished during the past year. Interest on the part of both teachers and pupils has grown steadily and is shared by all schools. Because of this fact our results are uniform, and, while there is as yet much to be done to perfect the writing, we can predict excellent results for the future handwriting of the children of Washington.

The introduction of the Clark method of writing means a complete departure from the prevailing methods of teaching writing. The distinguishing feature of this method is that it recognizes the two chief phases of the writing movement namely, that by which letters are produced and that by which the hand is carried along the lines while the letters are being made. But, best of all, penmanship has been given its rightful place in our school curriculum, and all have welcomed the dawn of a new day in penmanship.

The normal school affords splendid opportunity to try out problems that are prominently before the educational world in handwriting. In these experiments we deal very largely with the method of handling the subject.

During the year the following activities have been possible:

1. Support has been given the food-conservation propaganda, and through specimens the importance of purchasing Liberty bonds and thrift stamps has been urged.

2. Specimens of writing from 2A to 8B grades, inclusive, were sent to the assistant director in October. A second set of specimens were graded in June, and great improvement was noted in movement, legibility, and general appearance.

3. Meetings in board writing and drill practice for teachers were held during the school year. The teachers felt the necessity of keeping pace with the progress of the children.

4. The introduction of the Clark system of writing into the commercial department of Howard University has supplied a long-felt need.

5. Demonstration lessons were given in all grades. These lessons greatly added to the efficiency of the schoolroom work.

In closing this, the second report under your superintendency, we wish to thank you and Asst. Supt. Roscoe C. Bruce most sincerely for the generous support given in making this department second to none in the country.

Respectfully submitted.

C. E. MARTIN.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF MYRTILLA MINER NORMAL SCHOOL.

JUNE 30, 1918.

THE COURSE OF STUDY.

In my report for the scholastic year 1916-17 I mentioned the closer alignment of all activities of the normal school around the training school as a center, placing this branch of the curriculum at the very heart of the institution and creating here an educational laboratory where those ideals and principles taught in the department of theory are translated into action. With this arrangement every element of instruction is directed toward familiarizing the students with the great variety of activities which constitute the work of the teacher in the elementary school; professional interests and ideals born from the experience gained by coming into actual touch with living problems are aroused; and the power to analyze and apply educational principles to school work is developed. The gap between theory and practice is in such a situation conspicuous by its absence, for the student's introduction into the profession has proceeded along the most natural lines.

Our organization of the curriculum is shaping itself into a spiral formation, with teaching as the very center. In the rest of the curve as it recedes and forms a vital part of the instruction in the theory of teaching may be found observation, class study of individual children, the study and participation in playground activities, social-service work, and preliminary-practice teaching.

Observation begins in the first semester of the junior year and continues through the senior year under the direction of the supervisor of practice, assisted by the teachers of hygiene, psychology, and methods, who outline what the class is to observe, noting the physical condition of the room and the physical side of the child, while gradually approaching observation of varying mental characteristics of children and the methods and devices of presenting lessons to meet these individual differences. With the students working according to an out-

line which points out specifically what is to be observed, the critiques which follow the observation are inspirational and significant, clearing up any error of principle that might be the occasion for interrogation and giving the students a better idea of what is expected of them as teachers. The presence at these conferences of the model teacher whose work has been observed is always desirable. She enters into the discussion, answers questions, and gives reasons for the procedure and methods used.

During the third semester the preliminary teaching which has its beginning in the junior year with small groups of children and runs parallel with the courses in educational theory increases in its compass and intensity. More lessons are prepared and taught and the teaching is conducted in a regular classroom. By the end of the semester the students are prepared to enter upon a longer period of practice, in which teaching is the exclusive task. To this end 16 weeks of the fourth semester are devoted to this work and the remaining two weeks to a systematic summary of educational theory in the light of the experience thus gained.

It is evident, therefore, that the organization of the normal school represents a thoroughgoing integration of all courses around the actual work of teaching as a center. The problem before us now is to bring into lock step every course offered by the institution and to acquaint the individual with the various types of public-school activities for which the school prepares before a choice of curriculum is made. To this end we hope to offer in the junior year "a term of initial work common to all curricula," as suggested by the Carnegie Foundation for the Advancement of Teaching. This preparatory work will give the student a basis for selecting the course leading to the definite teaching position for which he is peculiarly fitted.

To enable the student to deduce the method of instruction best suited to develop mental power in the children with due regard to individual differences, to do away with so much work in special methods and teach the subject matter from the angle of the teacher and broaden the educational outlook of the prospective primary teacher, I desire to offer the following recommendations:

1. That the practice schools in the Miner Normal Building be reserved solely for observation and demonstration where the student will have an opportunity to see and study expert teaching.
2. That the regular program in these schools be undisturbed except when a theory teacher in the unfolding of her subject finds need for the practical demonstration of some point.
3. That a fifth and sixth grade be added to our schools of observation in the Miner Building.
4. That the practice teaching during the fourth semester be done exclusively in this training school.

Under our present plan we propose that all the members of the theory department keep in close touch with the activities of this school and that the supervisor of practice direct the work, make all assignments of student teachers, keep a close eye upon their work, and hold daily conferences with individual students and weekly critiques.

LECTURES AND EXTENSION WORK.

- (a) The course in rural-school methods and administration was conducted this year by Dr. J. C. Meurman, of the Bureau of Education, whose broad experience in this country and whose study of the schools of Porto Rico and the oriental countries have well equipped him to lecture along his line. His helpful and inspiring talks were: 1. The Teacher in a Rural Community; 2. The Preparation of the Rural Teacher for Her Work; 3. The Rural School and the Com-

munity Center Activities; 4. The Teacher's Influence Outside of School; 5. The Rural School Plant and Plans for Its Improvement; 6. Play and Games in Rural Schools; 7. Methods of Instruction in Rural Schools; 8. Elimination of Waste in Rural Schools; 9. Measurements and Tests That Can be Used in Rural Schools; 10. The Rural School Library; 11. The Rural School Needs; and 12. What Can the Rural Teacher Do to Help Win the War?

(b) During the fourth semester a course in standard tests was given the members of the senior class in connection with their practice teaching. Miss Florence C. Fox, of the Bureau of Education, gave various demonstrations in our practice schools, showing how the tests may be made of practical value by the teacher. These demonstrations were supplemented by Mr. Eugene A. Clark, supervisor of practice, with a detailed discussion of the purpose, scope, value, and scoring of standard tests. Through the courtesy of the assistant superintendent a group of normal school girls, directed by the supervisor of practice, conducted the Ayres test in several of the larger buildings with much valuable experience to the students assisting.

The following tests were studied and demonstrated: (1) The stone reasoning tests in arithmetic; (2) the starch reasoning test in arithmetic; (3) the woody tests in the fundamental operations; (4) the Thorndike reading test, visual vocabulary; (5) the Thorndike reading test, meaning of sentences; (6) the Fox reading test (third grade), visual vocabulary; (7) the Trabue language scales; and (8) Thorndike scale for measuring the quality of handwriting.

(c) Reading circles, which have had their beginning among us this year in a very elementary way, will be enlarged and stressed during the coming year. Thus far the members have limited themselves to the discussion of current events and the literature relative to war, but we hope to extend the range to include the study of educational and social problems. The value of this line of cooperative study is quite evident.

Several types of war work have been done by Miner Normal School during the year just ended. Every member of the school, whether teacher, pupil, or caretaker, joined either the Red Cross or its junior auxiliary, and all contributed to the additional "drive," as well as gave personal service by making refugee garments or articles for the comfort of soldiers. Lectures, readings, stories, morning talks, and playlets were given to familiarize each child with the propaganda of service offered by the American Red Cross and the United States Food Administration. Sixteen young women qualified as experts in the making of surgical dressings; 5 earned food certificates of advanced grade from the collegiate section of the administration and are ready for volunteer work; 12 prepared war foods for one-half year for the school lunch counter, thus making possible the sale of certain staples at low rates to a group of undernourished children; 7 assisted at the demonstrations given in the Liberty war kitchen; and 6 gave occasional help in the poorer houses of the neighborhood under guidance of two teachers who are members of the home-service section of the District Red Cross. The purchase of Liberty bonds, war-savings and thrift stamps, the giving of entertainments, and the collection and sale of old newspapers have yielded our financial contribution to the general war fund.

Notwithstanding the pressure of many duties and additional demands our entire force has been most willing to cooperate in "doing our bit"; and we felt that the spirit of patriotic service developed throughout the school is an adequate reward for all the extra tasks enforced by the year of war service.

The success the school has attained during the year in the many activities incident to the war has been due in a large measure to the personnel and personality of the graduating class. These young people have caught the spirit of the times and with one accord have pressed forward to the accomplishment of

every task that came before them. With the same enthusiasm for good and devotion to duty becoming a habit in their lives a brilliant future must necessarily be theirs.

The efficient work accomplished during the present school year, however, has been due primarily to faithful services and the cordial cooperation of my teachers who have constituted my faculty during the last semester.

I desire to thank my superiors for the sympathy and interest which they have manifested in the work of this school and the liberal support which they have given me during the year.

Respectfully,

L. E. MOTEN, *Principal.*

Mr. E. L. THURSTON,

Superintendent of Schools, Washington, D. C.

REPORT OF THE PRINCIPAL OF DUNBAR HIGH SCHOOL.

JUNE 30, 1918.

SIR: I have the honor to submit the following report of the work of the Paul Laurence Dunbar High School for the year 1917-18:

NEEDS.

The close of the school year 1917-18 finds us still short of equipment. The purchasing power of money was so materially reduced by the war that the commissioners were compelled to use for building purposes the money originally allotted by them for equipment. Urgent requests from time to time have been made for the inclusion of an item of \$35,000 in the urgent deficiency bill to cover this need. At this writing we can only report progress in this matter, as Congress has not yet completed its deliberations. It is to be hoped, however, that relief will come this year; otherwise we shall find it increasingly difficult to do our best work.

Your attention is again directed to Dunbar's great need of ground for military drill, athletics, and playground. The board of education has been good enough to request \$100,000 for this purpose, but provision was not made in the bill, as it was deemed unwise this year to appropriate for ground except where the need for buildings was imperative. Of course, adequate provision in this connection presupposes an appropriation of \$100,000 for a stadium.

Provision ought to be made at once for an assistant principal of Dunbar, who shall be dean of girls. A very faithful and public-spirited teacher has for years devoted much time and energy to this work. Her assignment is merely a detail from this office. It lacks the official sanction of the board of education, because such a position, except at Central, is unknown to the law.

THE BUSINESS DEPARTMENT.

The increase in the enrollment of the department of business practice has been remarkable. In September of this school year 137 pupils entered this department. For the year 1918-19, 138 pupils have elected the business course. These figures show that the increase is steady. In addition, they bear testimony to the fact that our student population is manifesting a deeper interest in commercial education.

More than heretofore the department of business practice is connecting up with the business life of the community. Head teacher W. T. S. Jackson reports that—

"A series of talks by prominent business men of the community was instituted during the year. The personal contact, the relating of experiences and struggles for a place in the business world, together with the candid words of advice given by these men, have undoubtedly done much good."

The business department has also been quite successful this year in placing advanced students for office practice with several school officials and with business firms. Too much stress, we believe, can not be placed upon the importance of vitalizing the work of the department by keeping daily in touch with business developments and sound business practice.

SUPERVISED STUDY.

During the second semester one teacher in each department experimented with supervised study. In this connection Miss Angelina Grimke writes:

"I attempted to do a little something with supervised study with my weakest class, a 2A class. Our periods are not adapted to work of this kind. The period should be longer or there should be a double period, the first for recitation and the second for preparation for the next day, if this is to be tried out properly. * * *

"I tried to teach each pupil how to use the dictionary, the encyclopedia, textbooks, how to acquire a working vocabulary, how to sum up briefly the gist of a paragraph, how to outline, and how to criticise his own and the other pupils' work."

A second comment from Miss C. E. Parke:

"Of the many plans in operation I have made trial of the divided recitation as being the most practical and desirable from the standpoint of helpfulness to the student. However, I have not always found it possible to carry this out in a 40 or 45 minute schedule, the stages of the work and the time consumed in the development of a new principle being such as to operate against it. The results have been encouraging. This suggests the possibility of continued good results with a 60-minute period, so that a portion of each period could be used for supervised study."

Mr. R. N. Mattingly, head of department of mathematics, reports:

"During the year experiments in supervised study were attempted by two teachers of algebra in the Dunbar School. While the work is progressing, the opinion seems to prevail that the present time schedule will not admit of the best results in this important phase of instruction."

While our teachers agree that the present plan for supervised study is not a success, we are convinced that the experience gained through study of the question and experimentation will serve its purpose in directing us to the proper method. We are inclined to the belief that a working plan can be made either by lengthening the school day or by using coaching teachers.

THE SOCIALIZED RECITATION.

We heartily recommend the use of the socialized recitation for vitalizing classroom instruction. In this connection Miss Bertha McNeill has been quite successful. She writes:

"On the other hand, my work has been stimulated through the socialized recitation. I have tried it in all of my classes, but with the best results in my second-year classes. The pupils have responded to the extent that for the first time in at least two years I have finished everything required and have some time for extra drill and composition. I recommend it as a system that develops the spontaneity that we all cry for, as no other method I have formerly tried had done; it increases the power of self-expression and stimulates self-confidence. The need of expression, the realization that he is being judged by other

pupils, as well as the spirit of pride engendered by this system, have helped in making the pupil realize his own weakness, and so I have noticed growth in wider vocabularies, less hesitancy, and better thinking."

RETARDATION.

Much attention has been given the question of retardation, which seems to be on the increase in our high schools. A thorough and comprehensive investigation was made into the status of each pupil enrolled for the first semester of this year to determine—

- (1) The age and classification of each pupil as per sex;
- (2) The number of pupils by sex and age in each class, or semester;
- (3) The scholarship rank—whether first, second, third, or fourth group—of each pupil; and
- (4) The relative status as to scholarship attained by pupils from each of the graded schools.

These documents are on file with the assistant superintendent in charge of colored schools, and they make an interesting exhibit to anyone interested in the question. But this data merely establishes the fact of retardation and discloses the extent to which it exists. Our problem is to go behind these figures, determine the cause of retardation in each case, and adopt a policy for its removal. To this end we shall establish next year a vocational guidance bureau of experienced teachers whose duty it shall be to investigate each pupil's case and to recommend the action to be taken.

THE WAR AND THE SCHOOL.

Of course the war has affected the work of teaching. The head of the department of English and history says:

"The various war activities, such as the buying of Liberty bonds, thrift and war-saving stamps and certificates, and the establishing of camps and training schools have given new interest to both oral and written composition by furnishing many topics that appealed directly to our pupils. The 'four-minute contests' and the competitive essays have created in a large number of pupils of each year great enthusiasm and a strong desire to excel in both oral and written speech."

The head of the department of languages writes with considerable enthusiasm:

"A war of the magnitude of the present gigantic world struggle is a stimulating influence in the study and teaching of history and geography not only of the peoples at war, but it is bridging the 2,000-year gap between this and Roman civilization. How the teaching of Cæsar has been vitalized! 'Belgæ sunt fortissimi horum omnium' is distinctive of a little brave people who have won undying admiration in this crisis. The immediate vicinity of the western front is rich in historic connection with Roman activity. In Liege was discovered Cicero's Oration for Archias, that unexampled brief for a liberal education. The Vosges Mountains; Soissons, from the Suessiones; Rheims, from the Remi town, Durocortorum, are constantly seen in reports from France. Nor shall we forget the confidence the Aduatuci placed in their fortresses which they thought Cæsar could not take with his engines of war. One must recall, too, that it was at Maubeuge, near the Sambre, that Cæsar defeated the Nervii, and on the Aisne he fought at Berr-au-Bac. The Alsace region recalls Cæsar's fighting with Ariovistus. No class in the Gallic Wars need be uninteresting and dull with such splendid material for arousing enthusiasm."

"Cicero teaching was enhanced when Cicero was interpreted as the last great champion of democratic government in the ancient world."

"In conclusion, with this war for uncompromising democracy one had the added advantage of comparing the other great and heroic struggles of the ages. Here were presented not only the deeds of Roman phalanxes but Senegalese and the black phalanx immortalized in bronze by St. Gaudens, who 'fought like freemen and like men of noble breed,' or those led by Shurtliff, who stormed New Market Heights.

"The whole school appeared quickened by the spirit of 'Get up and help win this war.'"

THRIFT AND SERVICE.

Throughout the school generally the habit of thrift was inculcated. We drove home the lessons of saving and of serving others. Out of the general experience of the great national need—preparedness—was born the desire for heroic sacrifice of means, and life if necessary, to make success possible. Further, to all of us, teachers and pupils alike, there came the firm conviction that the schools must help the process of democratization and that no child's mind must be closed to the American spirit.

How extensively our pupils tried to do their bit in supporting the Government with their funds is shown in a supplementary report on war activities. Mention here, however, must be made of pupils whose work and funds helped directly or indirectly in the great cause in which we are engaged.

About 150 Dunbar students remained in school throughout the year and worked for pay before and after school hours. The main lines of work in which these pupils were engaged are as follows: Government service, janitors, messengers, waiters, office boys, porters, newsboys, nurses, shop boys, soda dispensers, musicians, domestics, clerks, chauffeurs.

In the great majority of cases the pupils who did this work are in good health and doing well in their work. Nearly everybody in the senior class worked before or after school.

In any discussion of this phase of our year's work mention must be made of the efforts of the Dunbar Savings Bank.

Director D. B. Thompson, reporting upon war service, says:

"The war service performed by the bank was large and creditable. Through its instrumentality 4,542 thrift stamps and 88 war-savings stamps were purchased and 171 exchanges were effected. The cash involved in these transactions was \$1,519.96, of which Dunbar High School, as shown by reports on file at Franklin, contributed \$834.80. The balance, \$685.16, represents the stamp transactions with the Douglass and Jones Schools, as well as with parties not connected with the system.

"No small part of the benefit accruing to the school from these war-savings transactions was the business connection established between the bank and the National Benefit Association, a notable local race enterprise. As the agency for the supply of stamps this worthy institution rendered the bank most efficient service, placing at its disposal expeditious and courteous runners."

EXTENSION WORK.

Two decidedly important steps were taken by Dunbar this year to influence the community in art appreciation. On May 3 and 4 a music festival was given under the auspices of the music department of Dunbar. The following artists and organizations appeared:

Felix F. Weir, New York.

Leonard H. Jeter, New York.

J. Rosamond Johnson, New York.

Maude Cuney Hare, Boston.

William Richardson, Boston.

Afro-American Folk Song Singers, Washington, D. C.; Charlotte Wallace Murray, director.

Washington Concert and Dunbar Community Orchestra; Henry L. Grant, director.

It is the plan of the music department of the Dunbar High School to provide for the benefit of parents, students, and community an annual music festival—ultimately to cover a week's period—presenting a program showing primarily the progressive steps of the negro's educational advancement in music, his creative genius in composition and the influence of his native music on that of other races and writers.

To this end artists foremost in the field of virtuosity and writers representing the best standards of composition—particularly that tending toward a future "school of negro composition"—will be gathered here from all parts of the country to interpret, on the one hand, compositions showing their training and artistic excellence, and on the other, their own works and others bearing relation to the educational idea.

At Dunbar the educational principles adhered to in our art courses are in accord with the psychological laws of child development which are indorsed by the leading educators of the present time.

To supplement the classroom work an effort is being made to bring to our building from time to time the work of those who have studied art from all angles and produce works both educationally sound and artistically correct. We hope by this means to lead the pupils step by step through the various stages of development, to discover finally in the finished work the application of the laws studied in the classroom.

The first annual loan art exhibit of paintings by Washington artists was held in the museum of the Dunbar High School May 27 to June 5, 1918. The exhibit was held under the auspices of the drawing department of the school and consisted of a group of paintings by 50 Washington artists, all of whom are well known and have exhibited in the leading art centers throughout the United States.

We are greatly indebted to Mr. E. C. Messer, the superintendent of the Corcoran School of Art, who recently donated to our school a valuable landscape which was formerly a part of the permanent collection of that institution, and to Mr. Richard N. Brooke, president of the Society of the Washington Artists, for their interest in art development at the Dunbar High School.

Finally, we desire to express to you and to the assistant superintendent in charge of colored schools our sincere appreciation of your uniform courtesy and kindness in making helpful suggestions and in giving direction to the work at Dunbar. No progress could otherwise have been made.

Respectfully submitted.

G. C. WILKINSON, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE ARMSTRONG MANUAL TRAINING SCHOOL.

JUNE 29, 1918.

SIR: On the part of my predecessor, Mr. R. I. Vaughn, and the faculty of the Armstrong Manual Training School, I submit this report on the situation at this school during the year 1917-18.

The Armstrong Manual Training School finds itself struggling against various handicaps, chief among which are an inadequate and poorly equipped building; competition with the more modern and better equipped Dunbar High School, now partly technical as well as academic; the lack of correlation of the work in the various departments, and the exigencies of the war.

Although the present attendance of the Armstrong Manual Training School is unusually small, the building has not sufficient space to accommodate a larger number than those now enrolled. As pointed out by my predecessor, this school has no study hall, assembly hall, lunch room, or library. Shops and laboratories are used as section rooms, and in four rooms two different classes recite at the same period. If this school is to be reconstructed so as to articulate with the needs of the community an annex, the plans of which have already been submitted to the board of education, must be provided as soon as possible. Such an annex would cost between \$450,000 and \$500,000.

As the construction of this annex at an early date can not be immediately effected, I recommend that the two-story brick dwelling on the corner of O Street and the public alley be repaired and equipped for the department of domestic art and that there be erected in the rear of the Armstrong Manual Training School another portable for teaching automobile engineering. Both structures will have to be wired for electricity, and the one for automobile engineering will need a concrete or a substantial wooden floor. The brick building referred to belongs to the District of Columbia. This additional space would afford temporary relief for the crowded condition now obtaining at this school and would furnish room also for the domestic science and printing, which are now being taught at Dunbar.

This thought brings me to the greatest handicap against which Armstrong is now struggling. If the Armstrong Manual Training School is a technical school and the Dunbar High School an academic one, each should be restricted to its particular sphere. The offering of courses in printing and domestic science at the Dunbar High School, however, makes it almost a cosmopolitan institution, offering girls every course given at Armstrong except domestic art and at the same time offering them courses in academic work, a field which Armstrong is not allowed to invade. This is decidedly unfair to Armstrong, and I recommend that the work in printing, domestic science, and all other manual arts, except drawing, in the colored high schools be restricted to the Armstrong Manual Training School.

To reinforce my contention as to the unwisdom of this policy, permit me to quote a letter to the assistant superintendent of schools written in 1915 as a protest against this policy by Mr. G. C. Wilkinson, who was then principal of the Armstrong Manual Training School and who is now principal of the Dunbar High School. He said:

"Briefly, our contention is (1) that the introduction of manual-training courses into the curriculum of the M Street High School, so near to Armstrong, will be an unnecessary invasion of our field and will seriously handicap Armstrong in its efforts to develop the technical high-school idea. (2) The introduction of manual-training subjects at M Street will result in the duplication of special equipment of an expensive sort in two secondary schools separated from each other by not more than 100 yards. (3) To duplicate courses and equipment under these circumstances is, moreover, economically unsound, especially in view of the fact that an appropriation is now being sought for the erection of an addition to the Armstrong Manual Training School in the form of a separate building for laboratories and shops, said building to face O Street immediately to the rear of the Armstrong School and to be so equipped as to meet the demands of both high schools for manual and

technical instruction. (4) A cosmopolitan high school does not fit well into our high-school group. The cosmopolitan high answers the need of a town or small city that can afford only one high school. It is the proper sort of school for very large urban centers which require several high schools and they are widely separated the one from the other. Neither of these conditions obtains here, for it is your plan to consolidate the vocational schools and locate them in the old M Street High School building. It is your further intention to enlarge the facilities and increase the opportunities for technical instruction at the Armstrong School. Where is the wisdom of sandwiching a cosmopolitan high school in between a technical high school and a vocational school?

"You would render Armstrong a distinct service if you will take this matter up immediately with the proper authorities and have them grant the relief herein sought."

A casual study of the results of making Dunbar a cosmopolitan high school just around the corner from a technical one will show how unfortunate this change of policy has been. It has attracted to Dunbar so many students who otherwise would have attended Armstrong that while the attendance of Dunbar is generally more than a thousand, that of Armstrong has steadily declined until it is now only 336. It is evident, therefore, that unless all technical high-school instruction in the colored public schools be restricted to Armstrong it is only a matter of time before this school will be virtually disestablished.

Along with this readjustment of affairs between the two schools should come also the equalization of the time required for the completion of certain units of work in the two high schools. For example, a pupil at Armstrong must spend seven hours a week in the study of science and five hours a week in English, whereas a Dunbar student may obtain the same credit by pursuing science five hours a week and English four. What we are seeking here, however, is not to devote less time to these important subjects, but to equalize the allotted time in the two schools that the one may not apparently have an advantage over the other.

Because of a lack of sufficient teachers adequately equipped along technical lines, the work at Armstrong has never been extended and correlated so as to appeal to the people of this city. To meet these requirements I recommend that there be offered at the Armstrong Manual Training School courses in household chemistry, applied electricity, pattern making, and automobile engineering. I recommend also the immediate establishment of a laundry and foundry to make our work articulate still more closely with the needs of the community. These courses not only have an educational value, but have a direct bearing on the movement to increase the efficiency of our youths.

Being a school attractive to boys compelled to labor, the Armstrong Manual Training School has been severely affected by the war. Many boys who had almost completed their courses did not return at all this year, and some of those who did resume their work in the beginning forfeited their seats at an early date. The school has for some years maintained a sort of employment bureau, but there were received so many calls for labor that the work of this department had to be discouraged rather than encouraged, lest the student body might thereby be depleted. It was necessary to consider only calls for efficient and permanent service and then to maintain some supervision over the students thus employed that they might spend at least a part of their time in school. One hundred and ten pupils found employment through the school during the year. About half of them worked in the Bureau of Engraving, the Government Printing Office, the post office, and the Treasury Building. The others engaged in various sorts of skilled and unskilled labor.

Another branch of the employment bureau devoted some time to the recovery of students temporarily discharged, sending teachers to the homes to urge such students to return to school. It was through these earnest workers that the attendance did not decrease more than it did.

In conclusion permit me to express my appreciation of the confidence manifested in me by you, the assistant superintendent, and the members of the board of education.

Respectfully submitted.

C. G. WOODSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE CARDODOZ VOCATIONAL SCHOOL.

JUNE 30, 1918.

SIR: I have the honor to submit a brief report of the activities of the Cardozo Vocational School for the school year 1917-18:

The Cardozo Vocational School has just passed through the first year of its career as a prevocational center with visible success. The course of study has been arranged with the single purpose of allowing the pupil full opportunity of realizing on abilities that heretofore lay dormant. It is designed to make clear the possibilities within him, to develop usefulness to the greatest degree, to have him know himself and to direct his steps along the lines of commercialized accomplishments.

That the general public and many of the teachers in our graded schools have a mistaken idea of the prevocational classes is evident in the attitude assumed toward this type of school. The impression seems to prevail that the vocational child is mentally slow, and that the prevocational pupil is retarded in his academic studies. The reason for this impression can be seen only in the fact that those holding the above views have failed to study the curriculum. This attitude, however honest in its inception, works an injustice to the school or schools affected, burdens the teacher unnecessarily, and compels him to be ever alert in order to overcome the harmful influence.

Pupils are taught here to do things under the conditions found in every-day life. They are encouraged to think about them, to reason and plan their work with logical sequence in order to develop the requisite skill necessary in the production of products of commercial value. They are taught here the value of the organization of labor, and given the added advantage of learning their weak points.

Five periods of 90 minutes each per week are given the industrial activities, the remaining time being spent in academic studies. There are four shop periods and one drawing period a week, the work of the one correlating with the other.

The specific aim of the work in the drawing department is to enable the pupil to read accurately simple working drawings of objects which are to be made in the shops. Those desiring to make certain articles in their shops are sent to the drawing room to work out their designs and plans. This feature of the work is especially helpful to the student, as it develops his constructive imagination, and at the same time provides a stimulus to greater effort by permitting him to make the thing he wants. It introduces him to the language of the industrial world and enables him to transfer ideas from his brain to the drawing paper, thereby developing manual skill in the handling of instruments and promoting accuracy (drawing is generally made to scales), while

the problems in building construction provide useful material for English composition and arithmetic.

The course in printing covers briefly the principles of typography, and was prepared and put into execution on the advent of the prevocational classes in the printshop. The theory was somewhat revised to meet the general conception of a class so young in point of years, and was presented in short daily shop talks. The practical work embraced the study of the layouts of the several type cases, the proper use of the composing stick, the setting of simple matter pertaining to the rules of composition, tying pages of type, making up simple forms, proof correction, press feeding, and mathematics covering print measurements. Students contributed by the eighth grade seemed readily to absorb the fundamentals of this work, but some difficulty was experienced with the smaller boys from the fifth and sixth grades, most of whom were too small to reach the type cases (there being no high stools), or to feed the press.

The work, however, of the second semester has been more successful than that in the first, notwithstanding the fact that the smaller boys were handicapped by size. But, with the installation of proper and modern equipment, these little fellows will more than give a good account of themselves in this department.

Along the line of equipment, supply, and printshop material, there are many difficulties encountered owing to the meager type supply. I would suggest that several hundred pounds of body type, ranging in size from six to fourteen points, be furnished without delay, together with a number of job fonts, making a properly balanced shop from the type viewpoint. Most of the type now in use in this shop is actually unfit for use, being much worn from continuous use during a period of five years or more, and should be condemned and replaced with modern faces. All contemplated permanent equipment for this shop should be as modern as the markets afford. No plant can be at its best with obsolete or part obsolete equipment and turn out a product that favorably compares with work done in a plant modern in every particular. There is imperative need for modern type cabinets to replace the old wooden stands, revolving high stools to enable the smaller boys to reach the cases, a power cutter, and in fact, everything that tends to make a well-balanced and modern school shop.

Our auto-machine shop has done much in giving to the student a basic knowledge of the operations and principles of the gas engine. Some practical work underlying the principles as taught in the shop and the actual handling of cars after the principles of operation and study of the various motors are well fixed in the student's mind, give him a general knowledge of practically all gas engines.

Three other shops—carpentry, plastering, bricklaying—make up the quota of activities allotted to this school. These departments are so closely allied that I feel no hesitancy in grouping much of the work accomplished in the short time it has been my pleasure to be connected with the school as its principal. The work in general consisted in the building of many useful pieces of furniture for the home, the erection of a bungalow showing sills, joints, flooring, studding, sheathing, doors, windows, roof, and porch construction. A large pavilion, 36 by 24 feet is nearing completion under the direction of Mr. P. A. Roy, assisted by Mr. E. L. Brown and Mr. J. T. Brown. This building is being built for the playgrounds department, and the opportunity afforded the students of the respective shops to do work as it is done by mechanics has been an inspiration to instructors and pupils. Cement benches and other garden furniture have been built during the year. This,

as all other work done by these departments, tells of the efficiency of the classes.

War services have been rendered by teachers and pupils. The printing department has delivered to the Miner Normal and the graded schools for Red Cross activities, over 25,000 tickets. The commercial value of this and other official printing reaches approximately \$200, and this has been accomplished with an obsolete and poorly equipped plant. This department hopes to be able to continue such work with the opening of school. The departments of plastering and carpentry are planning to build bookcases to be placed in the rest room now being furnished at 1630 Fourteenth Street for enlisted men. The machine shop has done no work for any particular organization. It has, however, turned out many instruments such as calipers and clamps which are needed in all machine work.

Among the few vocational boys in our classes, there are several engaged in work that pertains to war activities. Three are helpers in the navy yard, the Navy Department claims one as chauffeur, four are messengers in the War Risk Bureau, and three are with the Civil Service Commission.

The interest manifested by the teachers and pupils in all activities of the school has been a source of great pleasure to me, and with the beginning of the next session we hope to prove more successful.

The contemplated opening of a shoe repair shop with modern equipment for cobbling has been received by those interested in vocational training with enthusiasm, and I earnestly hope that the next session will find us prepared with a complete equipment for this work.

With full appreciation for the kind consideration shown by all concerned, I am,

Respectfully,

N. L. GUY.

REPORT OF THE PRINCIPAL OF THE O STREET VOCATIONAL SCHOOLS.

JUNE 30, 1918.

SIR: The following report of the O Street Vocational School for the school year closing June 30, 1918, is respectfully submitted for your consideration:

The work of studying individual differences in girls and guiding them into suitable educational channels and suitable careers, when they must leave school early has been tried by this school. Young people often drift in their life's work without having any intelligent knowledge of what the various occupations and professions have to offer them. The girls should know the existing laws under which they will work, by whom these laws are made, and the possible means of improving them. We aim to furnish the worker with a background for her trade and to help her to see her place in the working world of to-day.

The impulse of this awakening to the call for efficiency, brought about by this world's war, is felt everywhere throughout the length and breadth of the land, and the demand is becoming more insistent every day for such a broadening of educational means and ends as shall make it possible, for those who are to do the work that society needs to have done, to acquire the knowledge and training essential for efficiency in the doing.

As specific objectives the school seeks:

1. To train a girl that she may become self-supporting.
2. To furnish a training which will enable the worker to shift from one occupation to another allied occupation.
3. To train the girl to understand her relation to her employer, to her fellow worker, to her product.

4. To train a girl to value health and to know how to keep and improve it.
5. To develop a better woman, while making a successful worker.
6. To train her to dignify all labor and to satisfy the demand of the community by giving efficient service.
7. To conduct an efficient placement bureau for girls and to better their condition in every way possible.
8. To develop a system by means of which vocational tendencies, desires, and ambitions may be discovered through direct personal acquaintance and investigations.
9. To use a system of vocational reading as a means of increasing vocational information.
10. To invite and develop where necessary an attitude of cooperation among the business men of Washington, especially the employers of youthful labor.
11. To seek such investigations as are necessary to bring best results to above-listed activities.

In conclusion, I wish to express my appreciation of the support given by yourself, Assistant Superintendent Roscoe C. Bruce, and the board making possible the degree of success which has been attained.

Respectfully submitted.

E. N. BROWN.

To the SUPERINTENDENT OF SCHOOLS.

